STUDENT'S TEXTBOOK

ENGLISH

7º Básico

TRAVELERS

READING BOOKLET & WORKBOOK

Lina Alvarado Jantus



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ENGLISH

STUDENT'S TEXTBOOK

7º Básico

TRAVELERS

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This book belongs to:

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Last name:

Class:

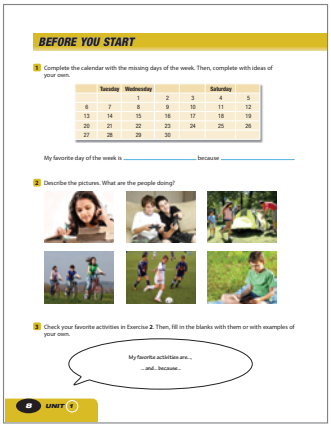
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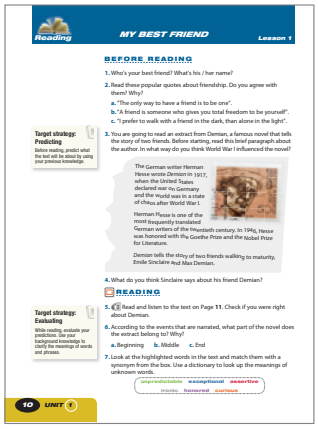
Getting ready Activate your previous knowledge and examine the objectives of the unit here.



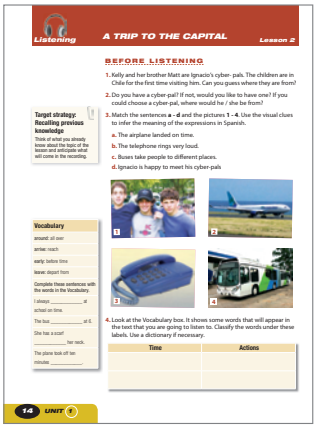
Before you start
Section to get ready to deal with new content.



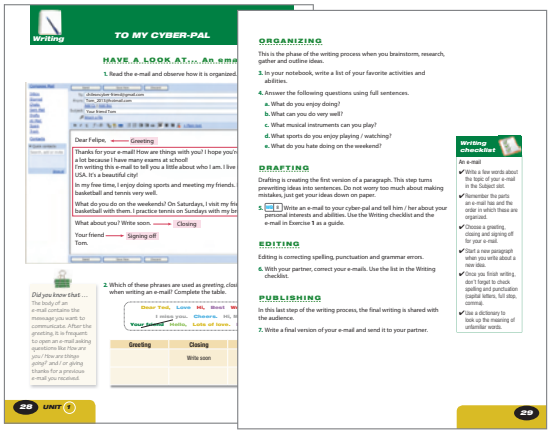
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Reading Strategies for improving your comprehension of written texts.



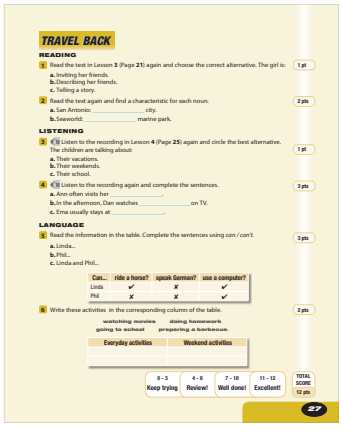
Listening Strategies for improving your comprehension of spoken messages.



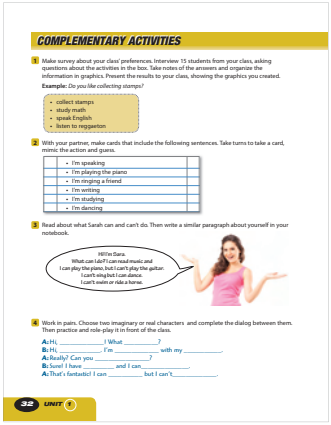
Writing Strategies for writing different type of texts step by step.
Writing box Useful tips to complete your writing task.



Comic strip The adventures of the main characters of the book, at the end of each unit.

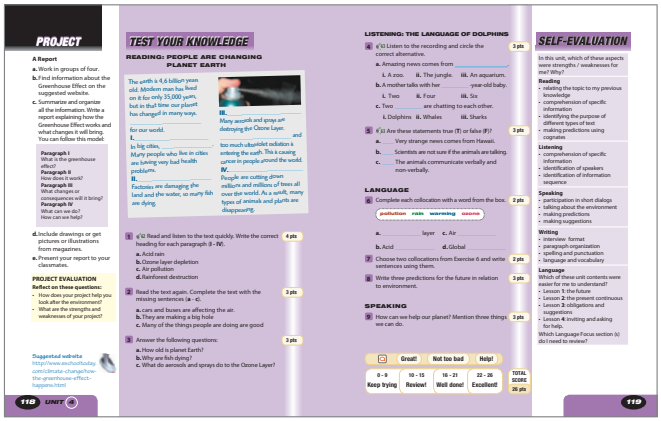


Travel back Short evaluation activities after Lessons 2 and 4.



Complementary activities
Extra practice of the unit.

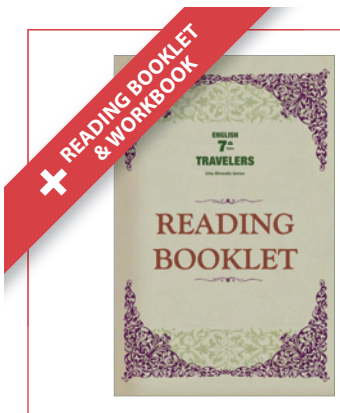
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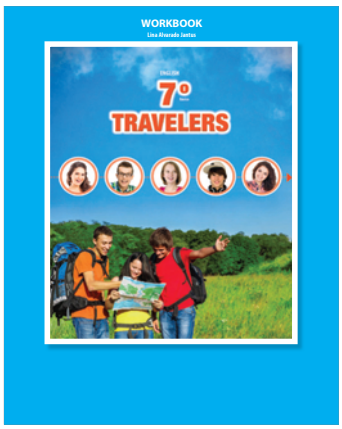
Project Group or individual projects to consolidate every unit.

Test your knowledge Check your progress and discover what you need to revise.

Self-evaluation Reflect on your strengths and weaknesses and find ways to improve.



READING BOOKLET
Literary texts to complement your reading practice.



WORKBOOK
More activities that will support your learning.

LANGUAGE FOCUS

It helps you review or discover a particular grammatical structure.

Useful expressions

Expressions and vocabulary to use in dialogs and oral presentations.

Vocabulary

The list of words that can help you understand the texts.

Target strategy

They help you approach the texts and enhance your comprehension.

Did you know that …
Interesting bits of information on the topics of the lesson.

- Listening activities.
- Reading activities.
- Speaking activities.
- Writing activities.
- /ə/ Pronunciation activities.
- FL Activities for fast learners.
- Listening section.
- RB 7 Reading Booklet connection.
- WB 14 Workbook connection.

Internet sites with additional information.

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UNIT 1 WELCOME, FRIENDS









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In this unit you will use the following skills:

Listening

Listen and find specific information in a phone call and in a conversation about free time activities by:

- identifying the sequence of events,
- recognizing vocabulary related to free time activities,
- relating written and spoken versions,
- identifying expressions of time.

Reading

Read and identify main ideas and specific information in a literary extract and in an e-mail about friends and favorite activities, by:

- recognizing main ideas from cognates,
- discriminating between correct and incorrect information,
- recognizing type and purpose of a text,
- relating topic and personal knowledge.

Speaking

Express own ideas in short dialogs and monologs about:

- favorite free time and weekend activities,
- personal experiences,
- abilities.

Writing

Complete short paragraphs and write an e-mail

- describing favorite activities using the expressions *like, love, enjoy + ing*,
- expressing abilities,
- using language and vocabulary related to free time activities,
- using the appropriate format.

Getting ready

1 Read and reflect on the following thoughts:

- How do you recognize friendship?
- When you have special friends, how do you demonstrate them that they are special for you?

2 Think about the things you like to do with your friends. Compare with your partner.

3 Look at the pictures on Page **6** and answer in pairs.

a. Where are the teenagers?
b. What are they doing?
c. Why are they happy?

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4 Complete with your own ideas.

A true friend is... and...

My BFF(*) is...

We usually go to... in our free time.

(*) BFF: Best Friend Forever

BEFORE YOU START

1 Complete the calendar with the missing days of the week. Then, complete with ideas of your own.

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	Tuesday	Wednesday			Saturday	
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

My favorite day of the week is _____ because _____.

2 Describe the pictures. What are the people doing?








3 Check your favorite activities in Exercise **2**. Then, fill in the blanks with them or with examples of your own.

My favorite activities are...,

... and... because...

4 Fill in the blanks in the dialog with the vocabulary on Page **8**. Then, practice and role-play it with a partner. Take turns.



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You: Which is your favorite day of the week?
Your partner: It´s _____ .
You: What do you like doing on _____?
Your partner: I like _____ .

5 Read the text and answer questions **a** - **e**. Compare answers with your partner.

My favorite hobby is playing the drums. I spend a lot of my free time playing the drums. I take private lessons on Mondays, Wednesdays and Fridays. I practice at home a lot and sometimes, it´s very loud but my parents never complain. I play in my school's band, too.
I play the drums in a band with my friend Dan. He plays the guitar and sings. We write songs, perform at parties and practice on the weekend. I love playing the drums!

a. Find a synonym for "favorite activity".
b. How often does he / she take private lessons?
c. Do his parents complain? Yes / No, Why?
d. Who is the guitarist in the band?
e. Do you play any musical instrument?

6 Follow the model in the paragraph in Exercise **5** and tell him /her about your hobbies.

BEFORE READING

1. Who's your best friend? What's his / her name?

2. Read these popular quotes about friendship. Do you agree with them? Why?

   a. "The only way to have a friend is to be one".

   b. "A friend is someone who gives you total freedom to be yourself".

   c. "I prefer to walk with a friend in the dark, than alone in the light".

Target strategy: Predicting

Before reading, predict what the text will be about by using your previous knowledge.

3. You are going to read an extract from Demian, a famous novel that tells the story of two friends. Before starting, read this brief paragraph about the author. In what way do you think World War I influenced the novel?

The German writer Herman Hesse wrote *Demian* in 1917, when the United States declared war on Germany and the world was in a state of chaos after World War I.



Herman Hesse is one of the most frequently translated German writers of the twentieth century. In 1946, Hesse was honored with the Goethe Prize and the Nobel Prize for Literature.

Demian tells the story of two friends walking to maturity, Emile Sinclaire and Max Demian.

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4. What do you think Sinclaire says about his friend Demian?

READING

Target strategy: Evaluating

While reading, evaluate your predictions. Use your background knowledge to clarify the meanings of words and phrases.

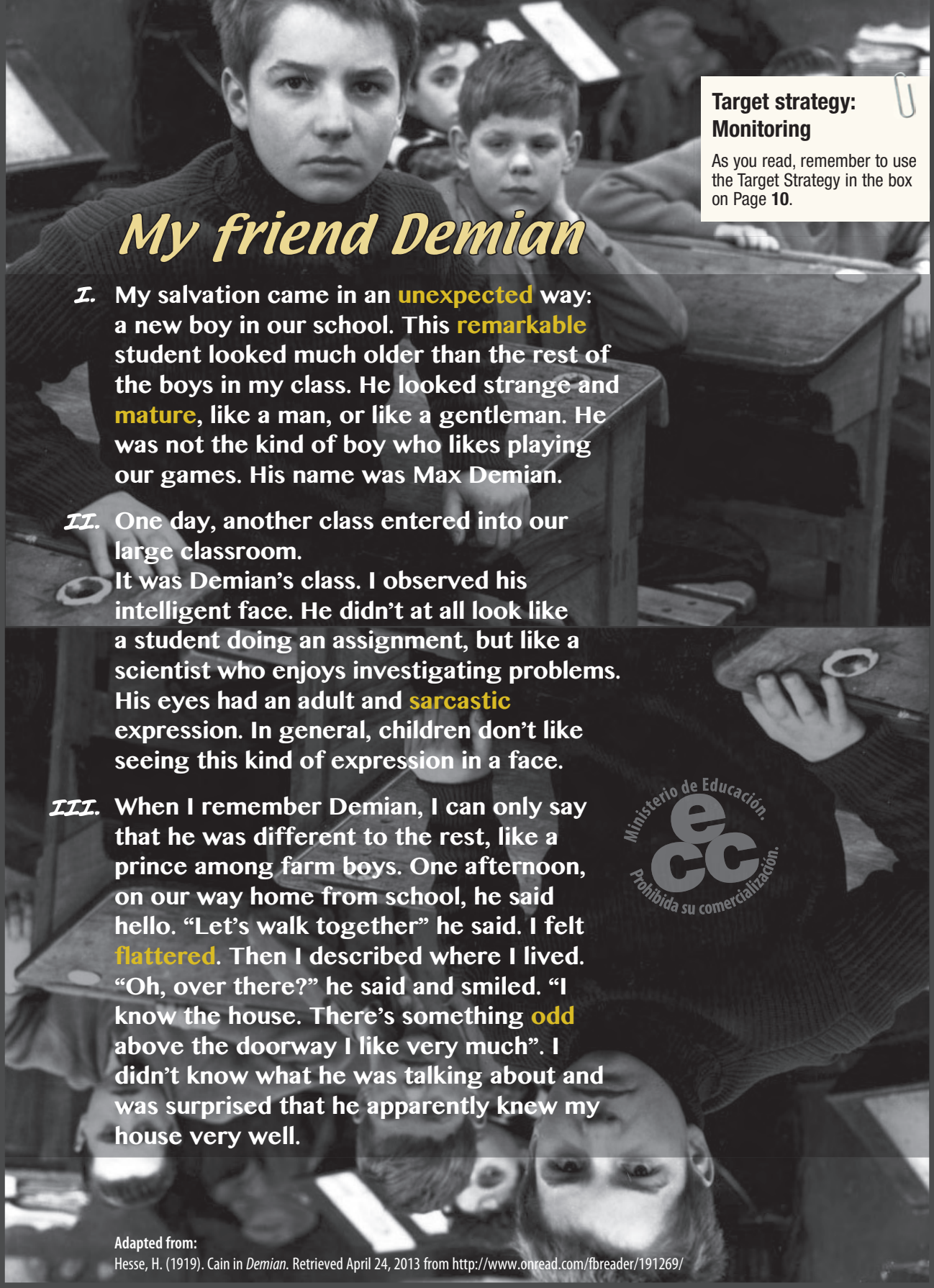
5. 2 Read and listen to the text on Page **11**. Check if you were right about Demian.

6. According to the events that are narrated, what part of the novel does the extract belong to? Why?

   a. Beginning **b.** Middle **c.** End

7. Look at the highlighted words in the text and match them with a synonym from the box. Use a dictionary to look up the meanings of unknown words.

unpredictable exceptional assertive
ironic honored curious



Target strategy: Monitoring

As you read, remember to use the Target Strategy in the box on Page **10**.

My friend Demian

I. My salvation came in an unexpected way: a new boy in our school. This remarkable student looked much older than the rest of the boys in my class. He looked strange and mature, like a man, or like a gentleman. He was not the kind of boy who likes playing our games. His name was Max Demian.

II. One day, another class entered into our large classroom.
It was Demian's class. I observed his intelligent face. He didn't at all look like a student doing an assignment, but like a scientist who enjoys investigating problems. His eyes had an adult and sarcastic expression. In general, children don't like seeing this kind of expression in a face.

III. When I remember Demian, I can only say that he was different to the rest, like a prince among farm boys. One afternoon, on our way home from school, he said hello. "Let's walk together" he said. I felt flattered. Then I described where I lived. "Oh, over there?" he said and smiled. "I know the house. There's something odd above the doorway I like very much". I didn't know what he was talking about and was surprised that he apparently knew my house very well.

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Adapted from:
Hesse, H. (1919). Cain in *Demian.* Retrieved April 24, 2013 from http://www.onread.com/fbreader/191269/

Vocabulary

Identify the best alternative to replace these words, according to the context of the text.

gentleman	well educated man
	man from a high social class
mature	old
	adult
assignment	homework
	task
odd	uneven
	strange

8. Underline the information in the text that contradicts these statements.

a. Demian looked like a simple boy.

b. The classroom was small.

c. Demian looked like a boy who doesn't like doing assignments.

d. Demian was a farm boy.

9. What attitude is the narrator expressing in this extract? How does he feel about Demian? Discuss with your partner.

LANGUAGE FOCUS WB 2

EXPRESSING LIKES AND DISLIKES

1. Read these sentences from the text and pay attention to the words **in bold.**

He was not the kind of boy who **likes playing** our games.

He looked like a scientist who **enjoys investigating** problems.

Children **don't like seeing** this kind of expression in a face.

2. Underline the sentences that express negative preferences.

3. What is the subject of these sentences?

4. Complete the rule.

We express our favorite activities using _____ / _____ + a verb ending in _____. We express our dislikes using don't / doesn't + a verb ending in _____. If the subject is he, she or it, the verbs add a letter _____ in affirmative sentences.

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Useful expressions

- He looks like...
- He is...
- His eyes are...
- He likes / enjoys / loves...

10. Imagine you are Demian and you write a description of your friend Sinclaire. How do you imagine him? In your notebook, write three sentences using the expressions you learned and the examples in the box.

watching reading observing studying talking

11. 3 /ə/ WB 2 Listen and say these pairs of numbers. Clap the syllable that recieves more emphasis in the pronunciation of every number.

13 - 30 14 - 40 15 - 50 16 - 60
17 - 70 18 - 80 19 - 90

12. 4 WB 3 Complete the questions in this conversation. Then listen and check. Role-play the conversation with your partner replacing the underlined sections with information that is true for you.

K: What's _____?
D: Dan Peterson.
K: _____?
D: He's twelve.
K: What _____?
D: He likes playing football and tennis.
K: And _____?
D: I like swimming.

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13. Read the information about Hayley and Carlos.



Name: Hayley Williams
Age: 15
Favorite activities: learn languages, talk to people from other countries.



Name: Carlos Rodríguez
Age: 14
Favorite activities: play basketball, read, go out with friends.

14. Use the information in Exercise **13** to write a list of children's favorite activities. You can look at the Language Focus to make sure you use the verbs in the correct form.

15. FL Complete the chart with information about your best friend. You can paste a photo of him / her or make a drawing. Talk about your friend with your partner.

Name: _____
Age: _____
Favorite activities:
_____
_____

16. RB 3 Read the fable *The Hare with Many Friends* and reflect on the following questions: Exchange opinions within your group.

a. How does the author of this fable describe the Hare's friends?
b. Are Demian and Sinclair friends? How do you know? How do you know when you have a friend?

BEFORE LISTENING

1. Kelly and her brother Matt are Ignacio's cyber- pals. The children are in Chile for the first time visiting him. Can you guess where they are from?
2. Do you have a cyber-pal? If not, would you like to have one? If you could choose a cyber-pal, where would he / she be from?
3. Match the sentences **a - d** and the pictures **1 - 4**. Use the visual clues to infer the meaning of the expressions in Spanish.

   a. The airplane landed on time.

   b. The telephone rings very loud.

   c. Buses take people to different places.

   d. Ignacio is happy to meet his cyber-pals

Target strategy: Recalling previous knowledge

Think of what you already know about the topic of the lesson and anticipate what will come in the recording.

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Vocabulary

around: all over

arrive: reach

early: before time

leave: depart from

Complete these sentences with the words in the Vocabulary.

I always _____ at school on time.

The bus _____ at 6.

She has a scarf _____ her neck.

The plane took off ten minutes _____.

4. Look at the Vocabulary box. It shows some words that will appear in the text that you are going to listen to. Classify the words under these labels. Use a dictionary if necessary.

Time	Actions

LISTENING

5. 5 Listen to the telephone conversation and check your prediction in Exercise **1**.

6. 5 Listen again and choose the best answer.

a. Who is talking?

i. Two boys.
ii. Two girls.
iii. A boy and a girl.

b. Where is Kelly calling from?

i. Texas.
ii. Santiago.
iii. Antofagasta.

Target strategy: Focusing attention

Listen carefully to the parts that are relevant to the purpose.

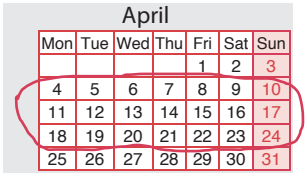
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7. 5 Listen to the conversation again and circle the correct alternative.

a. The children are staying in Chile for



i. Two weeks



ii. Three weeks



iii. One week

b. The children are staying at



i. A friend's house



ii. A hotel



iii. A shopping center

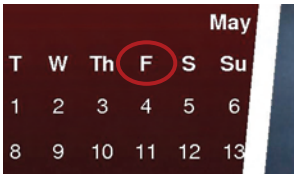
c. They are leaving for Antofagasta on



i. Saturday



ii. Wednesday



iii. Friday

d. They will go to Antofagasta by



i. Bus



ii. Plane



iii. Train

8. 5 Listen again. Match the beginning of each sentence in column **A** with its corresponding ending in column **B**.

A	B
a. I'm ringing	**i.** with my father.
b. We'll stay here	**ii.** at the airport.
c. You can go	**iii.** a big house there.
d. We haven't got	**iv.** from Santiago.
e. We have to be	**v.** much time.
f. We'll stay	**vi.** for a week.
g. He's got	**vii.** all around the city.

Useful expressions

- I'm ringing from...
- The train / plane / bus leaves at...
- We're staying at...
- We'll stay for...

9. 5 Work with your partner. Listen to the conversation again and discuss the following. Write your answers on the space provided.

a. Do you think Ignacio was waiting for Kelly's phone call? Why?

b. How does Ignacio feel about Kelly's visit?

c. How does Kelly feel about Ignacio's plans?

d. What words from the recording helped you answer the questions in **a** and **b**?

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LANGUAGE FOCUS WB 4

THE PRESENT CONTINUOUS

1. Read the sentences from the text and other examples.

a. Eh, Ignacio **speaking**.
b. **I'm ringing** from Santiago.
c. **She's playing** with her friends.
d. **He's studying** for the test.

2. What do the sentences express? Circle an alternative.

a. Actions that happen all the time.
b. Actions that are happening at the moment.
c. Actions that will happen in the future.

3. Complete this dialog using the Present Continuous tense. Use some of the examples in the Useful expressions box on Page **16**.

You: Hi, _____. It's _____.
Your partner: Hi, _____. What are _____?
You: I'm _____. How about you?
Your partner: I'm _____ for the _____ test.
You: Really! What _____?
Your partner: I'm _____ and _____.

4. Practice and role-play the dialog with your partner.

10. 6 /ə/ First only listen and then listen and repeat this tongue twister.

Six sick sea serpents, swam the seven seas,
How many seas, did Kelly and Matt swim?

11. Look at the pictures. What are they doing at the moment? With your partner, take turns to describe the pictures (**1** - **6**). Then choose two pictures and write a brief paragraph in your notebook describing each of them.


1


2


3


4


5


6

Example: *In Picture **1**, the girl is ringing her family.*

*In Picture **2**, the children are ...*

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Useful expressions

- Hi!
- It's _____ speaking.
- Can I...?
- OK, no problem!
- Sounds great!

12. 7 Listen to this example of a telephone conversation and pay attention to the expressions that are used by the speakers.

Mark: Hello.
Betty: Hi, this is Betty. Can I speak to George?
Mark: Sorry, he isn't at home. Can I take a message?
Betty: Can you tell him that Betty called?
Mark: OK, no problem.

13. Practice and role-play the dialog in Exercise **12** with your partner. Take turns to be Mark and Betty. Use some of the expressions from the useful expressions box.

14. Work in pairs.

a. Read the dialog in Exercise **12** again. In your notebook, complete the chart with expressions from the conversation.

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Expressions to use in a phone conversation				
Begin the conversation	**Identify yourself**	**Ask to talk to somebody**	**Offer to take amessage**	**End the conversation**

b. Follow the pattern in Exercise **12** and write a short telephone conversation with your own ideas. Use some expressions from the useful expressions box.

Can I...? Hi! It's ____ speaking.

OK, no problem! Sounds great!

c. Practice and role-play the conversation in front of your classmates.

15. FL Look around the classroom and observe what is happening.

a. Write a brief paragraph describing what your partners and teacher are doing. Use the structure you learned in the Language Focus (the Present Continuous tense).

b. Read it aloud in front of your class.

TRAVEL BACK

READING

1 Read the passage in Lesson **1** again (Page **11**) and check (✔) the correct answer to the question.What is the author doing? — 1 pt

a. ____ He is talking about the things his friend Demian likes doing.
b. ____ He is narrating the adventures he lives with his friend Demian.
c. ____ He is describing his friend Demian.

2 Find sentences in the text that support the following ideas. Write them in your notebook. — 3 pts

a. Demian helped his friend with a problem.

b. Demian was not in the same class as his friend.

c. Demian liked his friend's house.

LISTENING

3 5 Listen to the conversation in Lesson **2** (Page **15**) again and correct these statements in your notebook. — 3 pts

a. Kelly and her brother have a lot of time.

b. They are leaving for the south on Friday.

c. Kelly doesn't want to meet Ignacio's friends.

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4 5 Who said the following, Kelly or Ignacio? — 3 pts

a. _____ : Wow! How early!
b. _____ : What can we do here?
c. _____ : I'll ask my mother to pick you up.

LANGUAGE

5 In your notebook, write a brief paragraph talking about your personal preferences. Mention two activities that you like / enjoy doing and two that you don't like doing. — 4 pts

6 Match the words (**a - d**) and their synonyms (**i - iv**). — 2 pts

a. mature	**i.** reach
b. assignment	**ii.** depart from
c. arrive	**iii.** homework
d. leave	**iv.** adult

0 - 4	5 - 9	10 - 13	14 - 16	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	16 pts

Target strategy: Analyzing text features

Before reading, preview the text by looking at the title, headings and images.

BEFORE READING

1. Look at the picture and answer these questions with your partner.

a. What does the image show?
b. What country is it?
c. What do the pictures correspond to?



Vocabulary

Identify these places in the map. Write the words on it.

- North
- East
- West
- South
- Ocean
- Island
- Lake

2. Read the title of the lesson and have a look at the map. What does "living abroad" mean? Check with a dictionary.

3. Read the target strategy again. According to the images do you think she likes the place where she is living?

4. Have a look at the menu on left of Ema's mail. Write the Spanish words next to them in your notebook.

Inbox	Drafts
Starred	All Mail
Chats	Spam
Sent Mail	Trash

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READING

5. 8 Read and listen to the e-mail. Underline the parts that support the idea that Ema likes or doesn't like about the city. Are your ideas about the city right?

Target strategy: Focusing attention

While you read, focus your attention on your reading goals.

Mail | Settings | Help | Sign out

Search Mail | Search the Web

Compose Mail | Send | Save Now | Discard

Inbox
Starred
Chats
Sent Mail
Drafts
All Mail
Spam
Trash
Contacts

Quick contacts
Search, add or invite
Show all

To: ignacio_superboy@yahoo.com
From: ema_2013@gmail.com
Add Cc | Add Bcc
Subject: News from Texas
Attach a file

« Plain text | Check spelling

Hi, everyone!



Greetings from my new school in San Antonio, Texas. This is a beautiful city and the people are very nice.

There are two great places: Seaworld, a famous marine life theme park that has three daily shows with whales, seals and dolphins, and the San Antonio Zoo. It's fantastic!



We live in a beautiful area and my school is near our house. My new friends are very nice and they can do different things.

Ann can play the guitar and sing, Dan can swim and play tennis, and Andy can do all sort of experiments. I can't speak English very well, so sometimes they can't understand me.



I enjoy staying with them, but I miss you all a lot! Write soon and tell me if you liked the photos!

Love,
Ema







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Did you know that …
the Chilean flag is similar to the Texan flag? Both are white, blue, and red, and have a white star.

6. Read the text more carefully and circle the best alternative.

a. San Antonio is a _____ city.
- **i.** British
- **ii.** American
- **iii.** Canadian

b. It is an interesting place for people who like _____.
- **i.** Pretty flowers.
- **ii.** Interesting architecture.
- **iii.** Animals.

c. People can see shows at Seaworld _____.
- **i.** Every day.
- **ii.** Twice a week.
- **iii.** Every weekend.

d. Ema can _____ .
- **i.** Speak English.
- **ii.** Speak French.
- **iii.** Speak Italian.

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Useful expressions
- Hi!
- Really?
- Sure!
- It's great!
- She likes / enjoys ...
- She has...

7. Two friends are talking about Ema's e-mail. Complete their dialog and then practice and role-play it in front of the class. Use the ideas you underlined in Exercise **5**.

A: Hi, _____. What are _____?
B: I'm reading _____. She's _____ in _____ now.
B: _____? Does she _____?
A: _____! _____!
B: _____?
A: _____.

Vocabulary

Match the words and their meanings.

discard	to notice that somebody is not near you
atttach	happening every day
daily	to add something to an email message
miss	to throw something away

LANGUAGE FOCUS

CAN / CAN'T

1. Find these sentences in the text.
- **a.** Ann **can** play the guitar and sing,
- **b.** Dan **can** swim and play tennis.
- **c.** I **can't** speak English very well.
- **d.** They **can't** understand me.

2. Complete the rule.

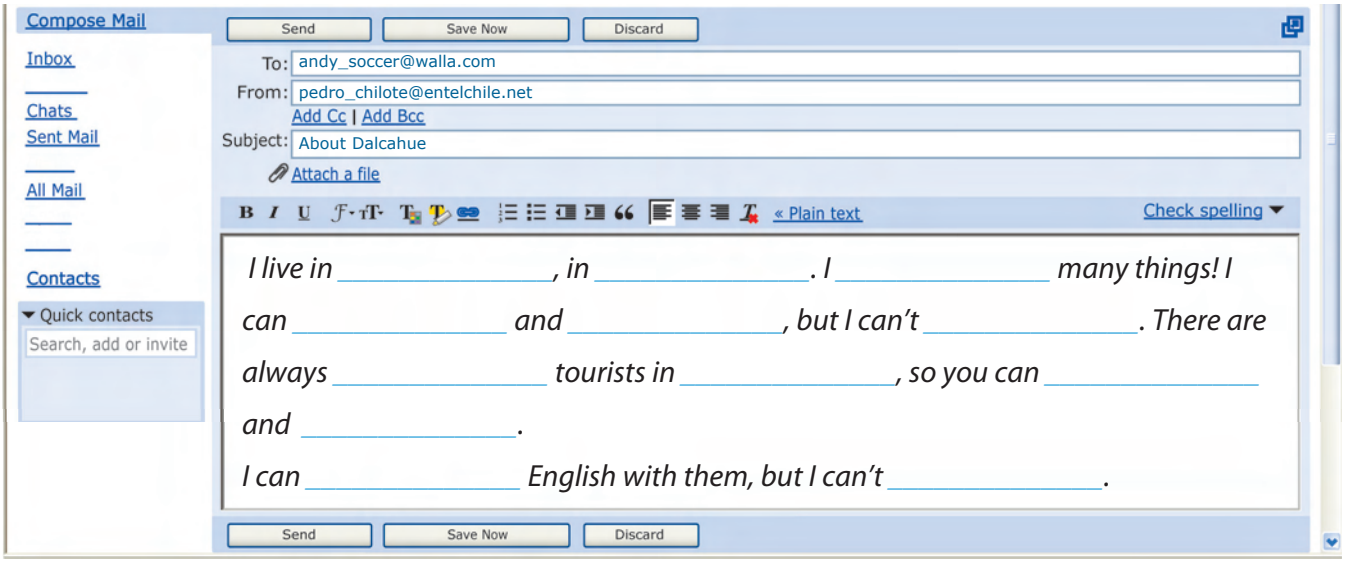
We use _____when we want to express that we have the ability to do something.

We use _____ when we want to express that we don't have the ability to do something.

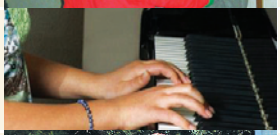
8. 9 /ə/ First only listen and then listen and repeat this tongue twister.

Can you can a can as a canner can can a can?

9. WB 5 Complete the e-mail with the missing information, then read it aloud. Practice a few times and read it to your partner.



10. FL WB 6 In your group, make a survey about the activities in the pictures. Take notes of their answers and then report the results orally. Use the expressions in the Useful expressions box.

Name	Pedro				
a. 	✔				
b. 	✔				
c. 	✘				
d. 	✔				
e. 	✘				
f. 	✔				

Useful expressions

- Can you dance / sing / etc.?
- Sure!
- No I can't.
- Pedro can dance and cook, but he can't sing.

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WHAT DO YOU DO ON THE WEEKEND?

BEFORE LISTENING

Target strategy: Recalling previous knowledge

Before listening, think of what you know about the topic of the lesson.

1. Match the photos (**1 – 6**) and the actions in the box below. Choose three pictures and describe them to your partner using the expressions in the boxes.


1


2


3


4


5


6

do homework | meet friends | play sports
prepare a barbecue | rent DVDs | stay at home

2. WB 7 What do you and your friends usually do on weekends? Check (✔) the activities in Exercise **1**.

Vocabulary	
barbecue	a party at which you cook food over a fire outdoors
rent	to pay money to use something for a short time
seaside	an area or town next to the sea

3. In pairs, complete the dialog with information that is true for you. Use the expressions in Exercise 1 and your own ideas.

A: _____ do you _____ on the _____?
B: On _____, I usually _____ or _____.
A: What _____ on Sundays?
B: I _____. What about you?
A: Well, on _____ I _____. On _____ I always _____.

4. Read the words in the Vocabulary box. Give examples of:

a. something you can eat at a barbecue
b. two things you can rent
c. a Chilean town at the seaside

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LISTENING

5. 10 Listen to the conversation and connect it to the previous activities .

6. 10 Listen to the conversation again. Number the sentences in the order you hear them.

a. How about going to visit Andy this afternoon? _____

b. I go to the club and meet some friends there. _____

c. I usually visit my grandparents. _____

d. What time do you study? _____

e. Do you often go to parties? _____

f. That's a great idea! _____

Target strategy: Focusing attention

While listening, identify your purpose and focus on the relevant information.

7. 10 Listen to the conversation once more. Match the activities **(a – f)** and the times **(i – vi)**.

A	B
a. Go shopping.	**i.** 9:00 at night.
b. Watch sports on TV.	**ii.** 10:00 in the morning.
c. Meet at Andy's house.	**iii.** Saturday morning.
d. Have dinner.	**iv.** 4:30 p.m
e. Have lunch.	**v.** Saturday afternoon.
f. Go for a ride.	**vi.** Two o'clock.

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LANGUAGE FOCUS WB 7

PREPOSITIONS OF TIME

1. Read these sentences from the text. Pay special attention to the words in **bold**.

a. My parents and I go shopping **on** Saturday morning.
b. They always prepare a barbecue **on** Sundays.
c. I have dinner **at** 9:00 and then I go out.
d. **In** the afternoon, my sister and I go to the club.
e. See you there **at** 4:30 p.m.

2. What do the words in **bold** mean? What is their equivalent in Spanish?

3. Complete the rule with *in - at - on*.

We use _____ for a precise time.

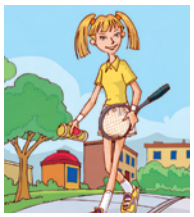
We use _____ for months, years, centuries and long periods.

We use _____ for days and dates.

8. Complete the sentences with a preposition from the Language Focus.


1. summer


2. two o'clock


3. Sundays


4. the afternoon

1. Ema phones her friends _____.
2. Dan goes to the pool _____.
3. Andy has lunch _____.
4. Kelly often plays tennis _____.

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9. 11 /ə/ Say the days of the week.

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

10. 12 Have a look at Joanna and Stevie's diaries. With your partner, complete the conversation and check with the recording.

A: What do Joanna and Stevie do on _____?
B: Joanna _____, and Stevie _____.
A: What do they do in _____?
B: On _____, they _____.
On _____ they _____.

Joanna

Saturday
Morning: *play tennis*
Afternoon: *babysit*
Sunday
Morning: *go shopping*
Afternoon: *stay over at Jane's*

Stevie

Saturday
Morning: *play tennis*
Afternoon: *do homework*
Sunday
Morning: *go shopping*
Afternoon: *go cycling*

Useful expressions
- What are your ...?
- What about ...?
- no idea!
- I'm not sure.
- What a pity!
- How about...?

11. Practice and role-play the dialog with your partner.

12. Write the agenda of your ideal weekend in your notebook. Be imaginative!

13. Use the expressions in the box to ask your partner questions about his / her ideal weekend. Compare your agendas, how are they different?

14. FL FL Share what your learned about your partner's ideal weekend with the rest of your class.

TRAVEL BACK

READING

1 Read the text in Lesson **3** (Page **21**) again and choose the correct alternative. The girl is: — 1 pt

a. Inviting her friends.
b. Describing her friends.
c. Telling a story.

2 Read the text again and find a characteristic for each noun. — 2 pts

a. San Antonio: _____ city.

b. Seaworld: _____ marine park.

LISTENING

3 10 Listen to the recording in Lesson **4** (Page **25**) again and circle the best alternative. The children are talking about: — 1 pt

a. Their vacations.
b. Their weekends.
c. Their school.

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4 10 Listen to the recording again and complete the sentences. — 3 pts

a. Ann often visits her _____.

b. In the afternoon, Dan watches _____on TV.

c. Ema usually stays at _____.

LANGUAGE

5 Read the information in the table. Complete the sentences using *can / can't*. — 3 pts

a. Linda...
b. Phil...
c. Linda and Phil...

Can...	ride a horse?	speak German?	use a computer?
Linda	✔	✘	✔
Phil	✘	✘	✔

6 Write these activities in the corresponding column of the table. — 2 pts

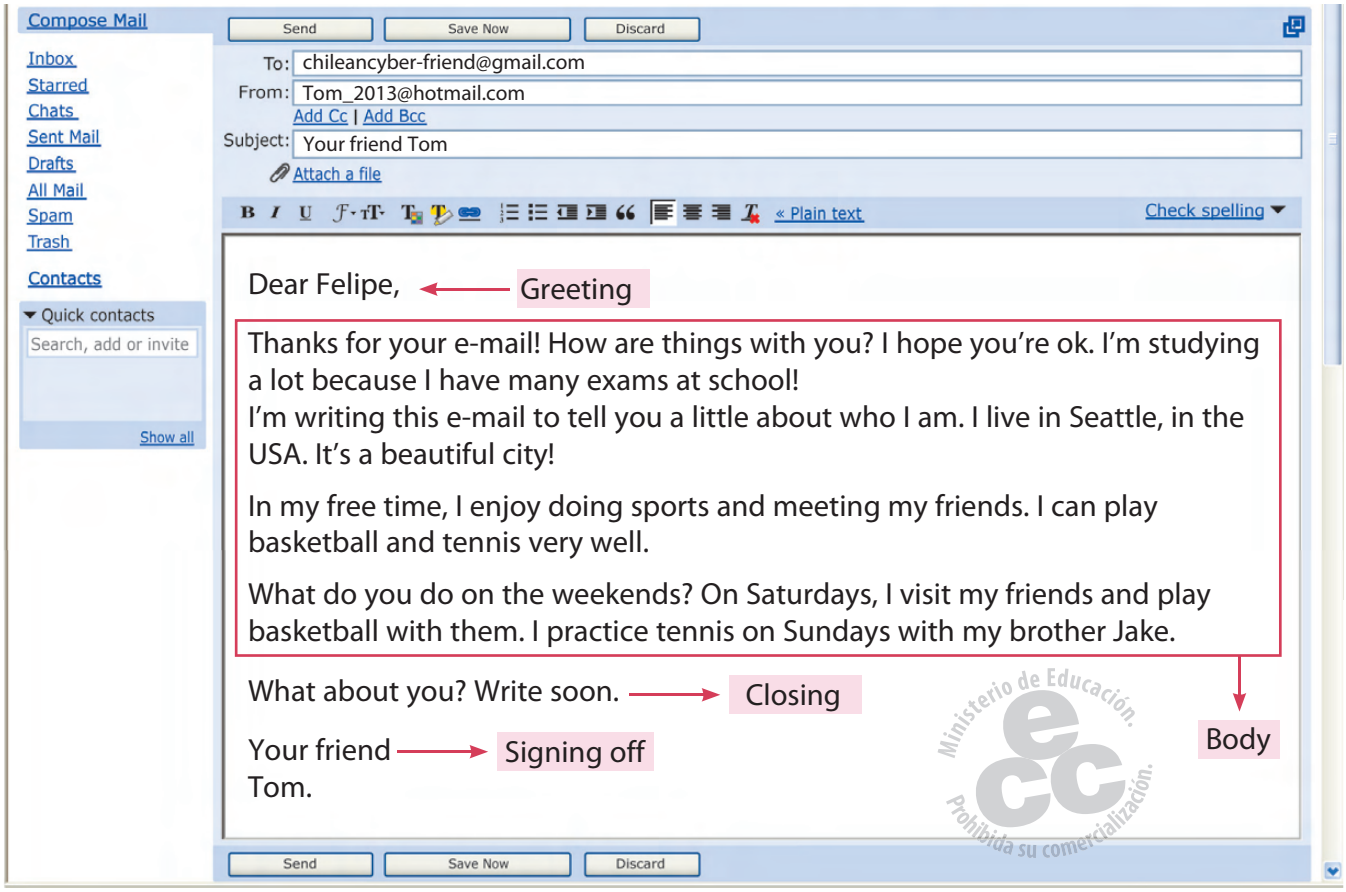
watching movies doing homework
going to school preparing a barbecue.

Everyday activities	Weekend activities

0 - 3	4 - 6	7 - 10	11 - 12	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	12 pts

HAVE A LOOK AT... An email

1. Read the e-mail and observe how it is organized.



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Did you know that ...
The body of an e-mail contains the message you want to communicate. After the greeting, it is frequent to open an e-mail asking questions like *How are you / How are things going?* and / or giving thanks for a previous e-mail you received.

2. Which of these phrases are used as *greeting, closing or signing off* when writing an e-mail? Complete the table.

Dear Ted, Love Hi, Best ~~Write soon~~
I miss you. Cheers. Hi, Mary
~~Your friend~~ Hello, Lots of love. Best wishes

Greeting	Closing	Signing off
	Write soon	Your friend

ORGANIZING

This is the phase of the writing process when you brainstorm, research, gather and outline ideas.

3. In your notebook, write a list of your favorite activities and abilities.

4. Answer the following questions using full sentences.

a. What do you enjoy doing?

b. What can you do very well?

c. What musical instruments can you play?

d. What sports do you enjoy playing / watching?

e. What do you hate doing on the weekend?

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DRAFTING

Drafting is creating the first version of a paragraph. This step turns prewriting ideas into sentences. Do not worry too much about making mistakes, just get your ideas down on paper.

5. WB 8 Write an e-mail to your cyber-pal and tell him / her about your personal interests and abilities. Use the Writing checklist and the e-mail in Exercise **1** as a guide.

EDITING

Editing is correcting spelling, punctuation and grammar errors.

6. With your partner, correct your e-mails. Use the list in the Writing checklist.

PUBLISHING

In this last step of the writing process, the final writing is shared with the audience.

7. Write a final version of your e-mail and send it to your partner.

Writing checklist



An e-mail

- ✔ Write a few words about the topic of your e-mail in the Subject slot.
- ✔ Remember the parts an e-mail has and the order in which these are organized.
- ✔ Choose a greeting, closing and signing off for your e-mail.
- ✔ Start a new paragraph when you write about a new idea.
- ✔ Once you finish writing, don't forget to check spelling and punctuation (capital letters, full stop, comma).
- ✔ Use a dictionary to look up the meaning of unfamiliar words.

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Kelly, Matt, and the Time Machine

EPISODE 1:
MATT AND KELLY ARRIVE IN CHILE

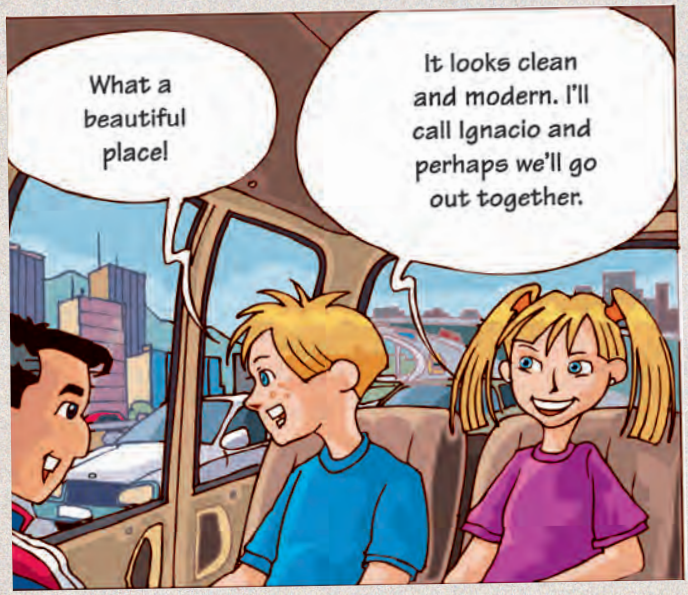
Matt and Kelly are two American children who are in Chile for the first time. Their father is Mr. Hardrock, a very important geologist who is working in the north. He invited them to visit him during their vacation.



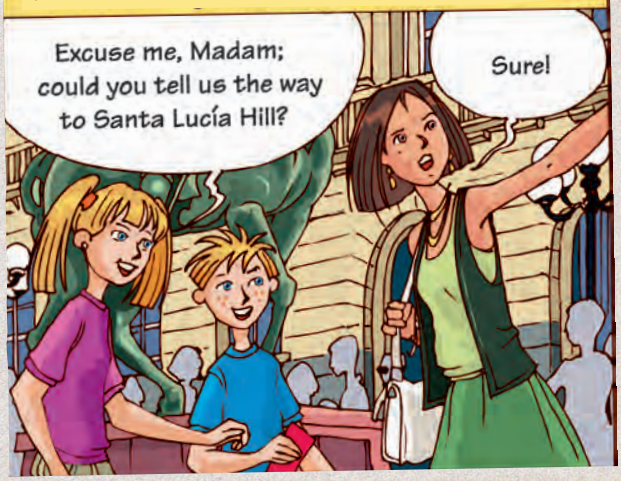
The children first arrive in Santiago. As their father is working in the north, a friend of his meets them at the airport.



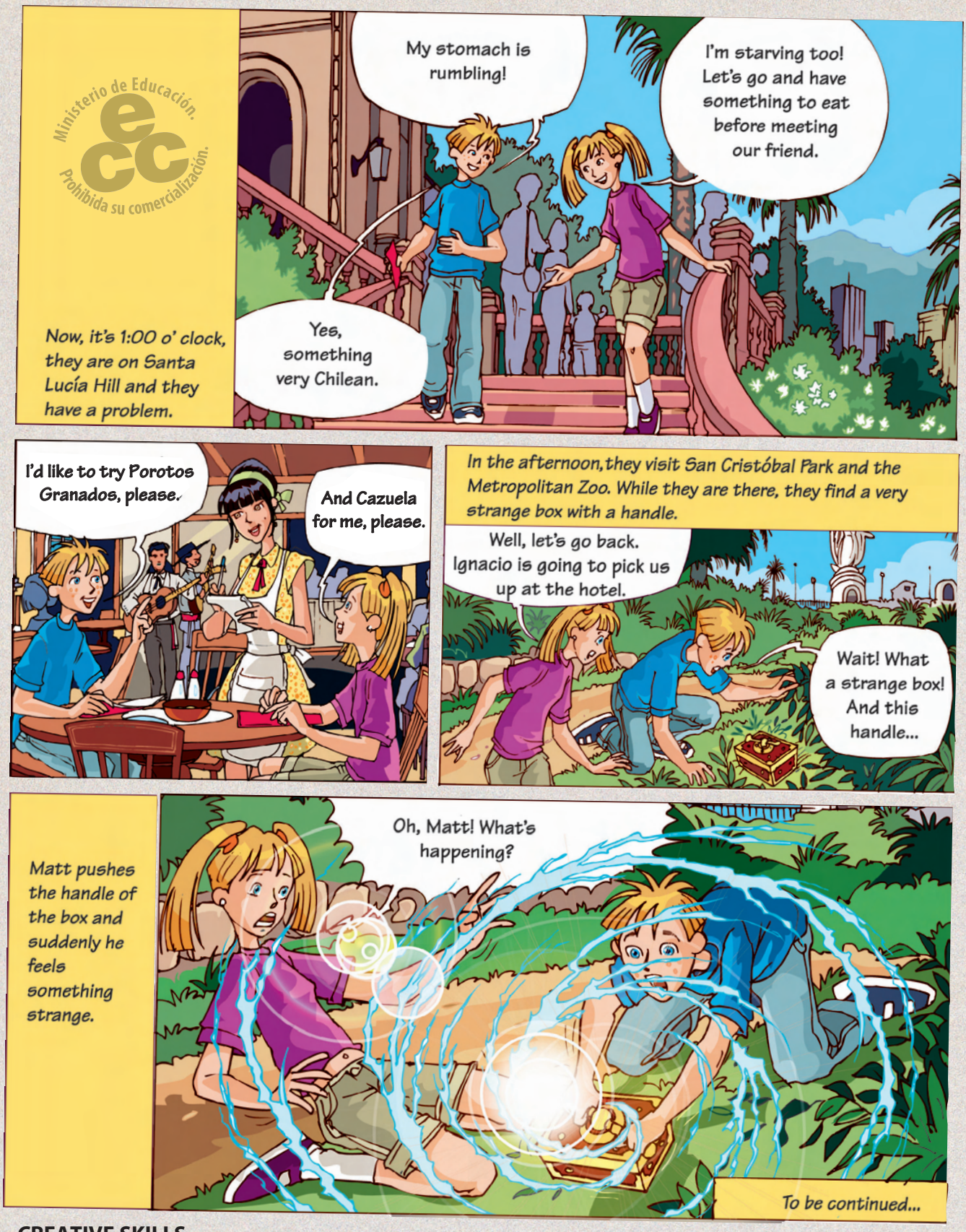




In Santiago, they go sightseeing. Now they are in Plaza de Armas and they ask for directions to go to Santa Lucía Hill.



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CREATIVE SKILLS

Work in groups of four and choose one of these alternatives:

1. Discuss what you think happened to Kelly and Matt after they opened the box. Agree on a creative and attractive way to present your ideas to your classmates.
2. Create a new comic strip to continue the story using your ideas. You can add new characters.
3. Role-play your story in front of your class.

COMPLEMENTARY ACTIVITIES

1 Make survey about your class' preferences. Interview 15 students from your class, asking questions about the activities in the box. Take notes of the answers and organize the information in graphics. Present the results to your class, showing the graphics you created.

Example: *Do you like collecting stamps?*

- collect stamps
- study math
- speak English
- listen to reggaeton

2 With your partner, make cards that include the following sentences. Take turns to take a card, mimic the action and guess.

	• I'm speaking	
	• I'm playing the piano	
	• I'm ringing a friend	
	• I'm writing	
	• I'm studying	
	• I'm dancing	

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3 Read about what Sarah can and can't do. Then write a similar paragraph about yourself in your notebook.

Hi! I'm Sara.
What can I do? I can read music and
I can play the piano, but I can't play the guitar.
I can't sing but I can dance.
I can't swim or ride a horse.

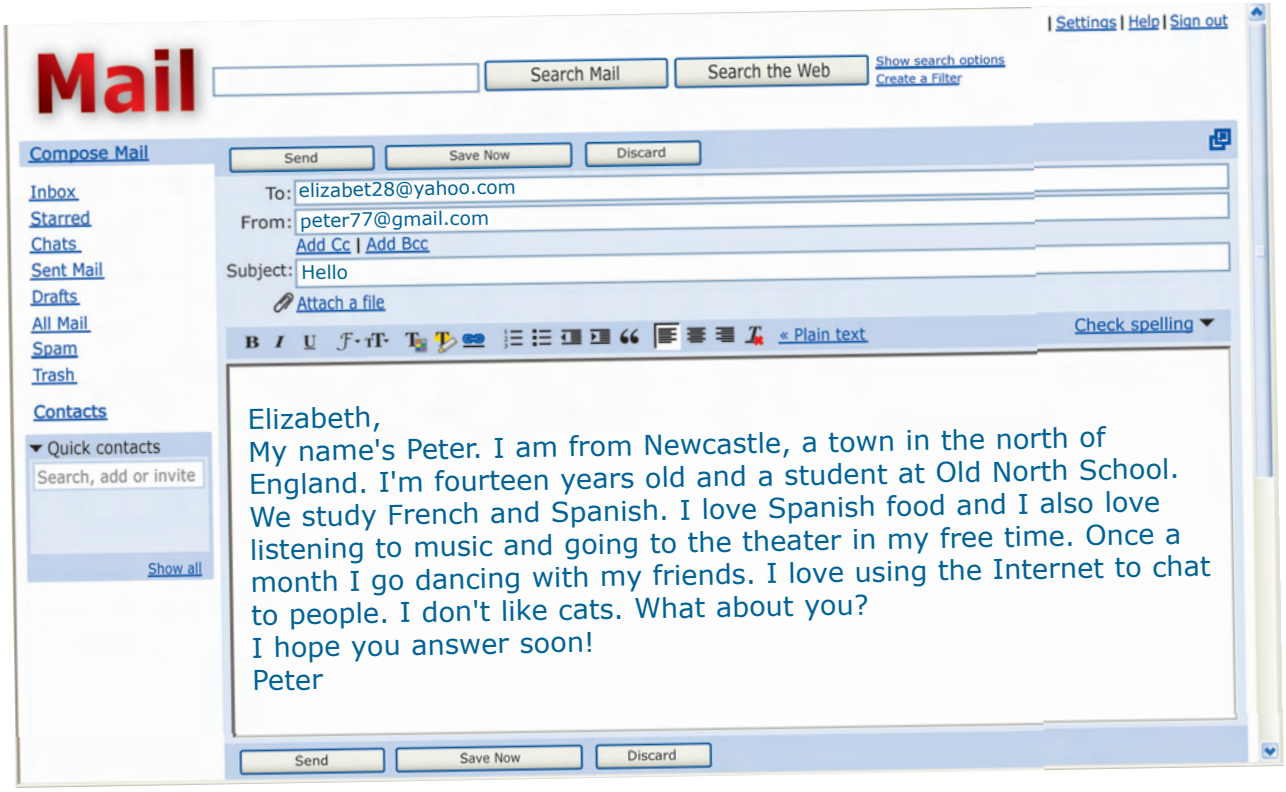


4 Work in pairs. Choose two imaginary or real characters and complete the dialog between them. Then practice and role-play it in front of the class.

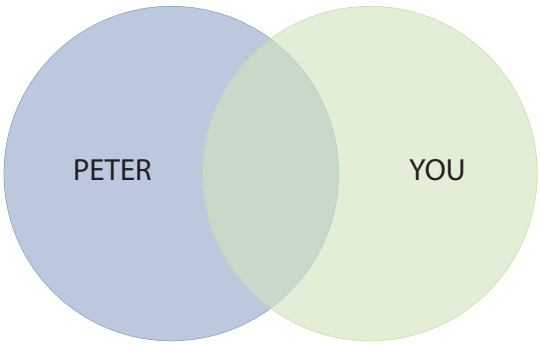
A: Hi, _____! What _____?
B: Hi, _____. I'm _____ with my _____.
A: Really? Can you _____?
B: Sure! I have _____ and I can_____.
A: That's fantastic! I can _____ but I can't_____.

5 A new friend.

a. Read this short e-mail from Peter, a new cyber- friend you met on the Internet.



b. Complete the Venn diagram with information from the e-mail and of your own. Do you have similar or different interests?



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c. Answer Peter's e-mail describing your interests. Include your conclusions from the diagram in Point **b**.

PROJECT

A Special Home-made Photo Album

a. Collect some photos of your best friend and you.
b. Use cardboard and old magazines or newspapers.
c. In your notebook, write down the following information about your friend.

My best friend

- Name
- Favorite activities
- Abilities
- Age

d. Write short descriptions of your friend's abilities and favorite activities.
e. Find all the letters of your description texts in old magazines and newspapers. Use them to write messages in your album.
f. Fold the cardboard forming an album and paste the photos.
g. Paste the letters that form your description texts under every photo.

Example:

photo 1	*photo 2*	*photo 3*
He's Pablo	*He likes reading*	*He can write poems*

h. Show your album to your classmates and tell them about your best friend.

PROJECT EVALUATION

Reflect on these questions:

- How did the contents of this unit help you create your album?
- Identify and evaluate the exercises that helped you describe your best friend.
- Are you satisfied with your work?

TEST YOUR KNOWLEDGE

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READING: AN E-MAIL FRIEND

« Plain text Check spelling

Hi! My name's Laura. I'm from La Serena, a city in Chile. I study at school and I'm thirteen years old. I like all kinds of music, I love playing the piano, the guitar, and I compose music too!
I also like going to the cinema, reading, computers – and dogs!
I love writing and receiving e-mails and I hope to make friends with people all over the world.
Please write!

Send Save Now Discard

« Plain text Check spelling

My name is Brian. I'm twelve years old and I live in Sydney, Australia. I like listening to music and playing the guitar. I also like pets, I've got three cats (I hate dogs). I want to talk to people all over the world to learn more about their culture and life.

Send Save Now Discard

« Plain text Check spelling

Hi!, I'm Sandra and I come from York, England. I'm sixteen and I love playing tennis and basketball. I really love music, I play the drums and I also sing in my school band. My favorite pet is a dog (I don't like cats at all!)
Please write to me!

Send Save Now Discard **Created by:** Publishing team.

1 14 Read and listen to what these children say about themselves in their e-mails and complete this chart. **6 pts**

Name	Age	City	Likes	Hates	Other information

2 Why are these statements true? **3 pts**

a. Laura and Sandra like the same animals.
b. Laura, Brian, and Sandra have the same favorite activity.
c. Laura, Brian, and Sandra can write in English.

3 Who is the best e-mail pal for Laura? Explain your choice. **2 pts**

LISTENING: ON VACATIONS

4 15 Listen to the conversation and tick (✔) the correct statement. **2 pts**

a. ____ The kids are talking about their homework.
b. ____ The kids are talking about their friends.
c. ____ The kids are talking about weekend activities.
d. ____ The kids are talking about summer activities.

5 15 Match the names **(a - c)** and the activities **(i - vi)**. **4 pts**

a. Peter	**i.** Go camping
b. Paul	**ii.** Go to the beach
c. Marie	**iii.** Go to the country
	iv. Ride a horse

LANGUAGE

6 Read Peter's diary and write two sentences in your notebook with the corresponding information and the prepositions *in*, *at*, or *on*. **4 pts**

SATURDAY	SUNDAY
Morning:	**Morning:**
11:00 - Go shopping	10:00 - Play tennis with dad
Afternoon:	**Afternoon:**
5:00 - Meet friends at the club	4:00 - study for math test
Evening:	
7:00 - Go to the movies	

WRITING AND SPEAKING

7 Imagine you can change your identity or personality. Write a short paragraph (5 sentences) providing personal information and describing your interests. **4 pts**

8 Exchange your personal information with your partner. Use the information in Exercise **7**.

	Great!	Not too bad	Help!
0 - 5	6 - 12	13 - 18	19 - 25
Keep trying	Review!	Well done!	Excellent!

TOTAL SCORE 25 pts

SELF-EVALUATION

In this unit, which of these aspects were strengths / weaknesses for me? Why?

Reading
- comprehension of general ideas
- comprehension of specific information (dates, names, numbers, etc.)
- making predictions

Listening
- comprehension of general ideas
- comprehension of specific information
- identification of words
- identification of information sequence

Speaking
- participation in short dialogs
- talking about my friends
- useful expressions

Writing
- e-mail format
- Expressions of greeting, closing and signing off.
- spelling and punctuation
- language and vocabulary

Language
Which of these unit contents were easier for me to understand?
- Lesson **1**: expressing likes and dislikes.
- Lesson **2**: the Present Continuous.
- Lesson **3**: *can / can`t*
- Lesson **4**: prepositions of time.

Vocabulary
- everyday and free time activities
- days of the week
- personal characteristics

Useful expressions
- I (don't) like / enjoy / hate...
- I can..., but I can't...
- What do you...?
- Can you...?

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UNIT 2 WELCOME TO MY COUNTRY









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In this unit you will use the following skills:

Listening

Listen and identify specific information in a radio interview, and in a tour by:

- discriminating between correct and incorrect information,
- using oral clues to predict content,
- discriminating sounds,
- identifying the correct sequence of events.

Reading

Read and identify main ideas and specific information in a brochure and a museum guide, by:

- identifying type and purpose of a text,
- using the context to infer the meaning of new words,
- using visual clues to interpret information,
- organizing information in a chart.

Speaking

Express ideas in dialogs about:

- personal experiences,
- Chilean people and places.

Writing

Write short paragraphs and a brochure related to Chilean people, places, and traditions:

- using language and vocabulary of the unit,
- talking about past states,
- using prepositions of place,
- recognizing the textual organization of a brochure.

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Getting ready

1 How much do you know about Chile?
Choose the correct answer for each question.

a. Which river is in the north of Chile?
i. Mapocho. **ii.** Biobío. **iii.** Loa.

b. Which city has the largest population?
i. Viña del Mar. **ii.** Arica. **iii.** Concepción.

c. Where is the Congress building?
i. Santiago. **ii.** Valparaíso. **iii.** La Serena.

d. Which mountain is in the south of Chile?
i. Aconcagua. **ii.** Parinacota. **iii.** Fitz Roy.

e. Which is the largest island?
i. Juan Fernández **ii.** Isla de Pascua **iii.** Chiloé

2 Complete the following fact file, and then compare with your partner.

Country	Chile
Area	
Population	
Capital city	
Language	
Currency	

BEFORE YOU START

1 Read the text carefully.

Tapati on Easter Island (Rapa Nui)



On mystical Easter Island, every February people celebrate the *Tapati* festival. They choose a queen for the festival from among the young people. They compete for their honor in swimming and canoeing competitions using small boats and rafts made of "*totora*". The teams prepare traditional costumes, songs and dances, and share the stories of myths and legends in oral tradition. Body painting, called *Takona*, is the festival's main event. The islanders paint their bodies with symbols of their mythic origins using natural pigments. They also test their physical skills in the *Haka Pei* competition. There, the bravest young men throw themselves at great speed down a mountain.



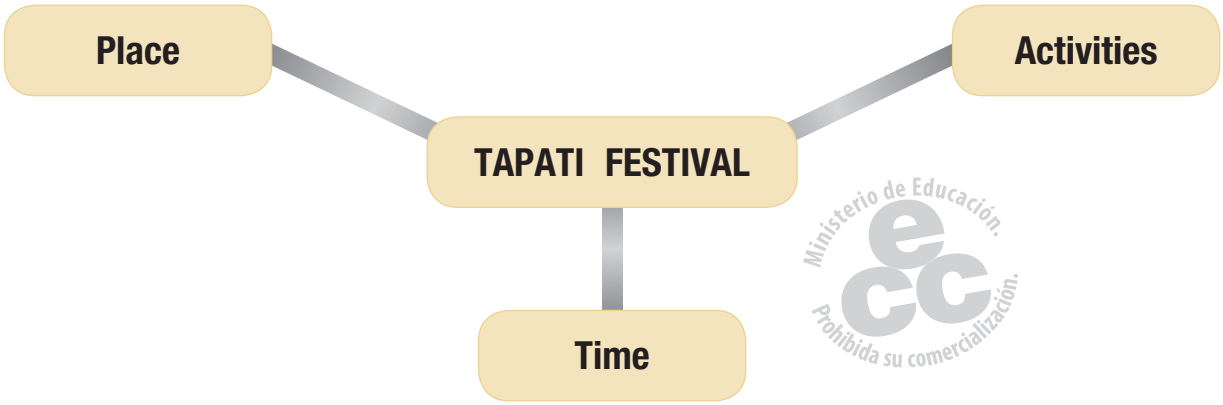
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Adapted from: *Chile's traditional festivals* (2013). Retrieved from: http://www.thisischile.cl/2013/07/chiles-traditional-festivals/?lang=en

2 Answer these questions in pairs.

a. What is the general topic of the text?
b. What is the specific topic of the text?
c. When and where is the festival celebrated?
d. What is the main event of the festival?
e. What do the islanders do in the Haka Pei competition?

3 Complete the word-web with information from the text. Work in your notebook.



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4 Read the text carefully. Complete the table with information from it.

Art	Means of transport	Traditions	Oral tradition

5 Put the lines of the dialog in the correct order.

_____ It´s about physical **skills competitions and body painting**.

_____ Where does it take place?

_____ It´s in **February**.

_____ What is it about?

_____ It takes place on **Easter Island**.

1 When is the **Tapati** festival?

6 Replace the words in **bold** in Exercise **4** with information about any event you know. Then, practice the dialog and role-play it with a partner.

BEFORE READING

Target strategy: Skimming

Before reading, skim the text to to get a general idea of what it is about. In skimming you ignore the details and look for the main ideas. Main ideas are usually found in the first sentences of each paragraph and in the first and last paragraphs. It is also useful to pay attention to the organization of the text and the visuals.

1. Answer these questions in your group.

a. What do people usually celebrate around the world?

b. What are the most important celebrations in Chile?

c. Do you know the name of a typical festival in your area?

2. Look at the pictures on Page **41**. They illustrate the brochure that Kelly Hardrock made after visiting her father in the north of Chile. What do you know about this celebration?

3. Answer this questions in pairs.

a. What is a brochure?

b. What kind of information do you expect to find in a brochure?

c. What kind of information did Kelly need to complete the task? Write a list.



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Target strategy: Visualizing

While reading, create mental images, visualize the setting and events to help you understand a passage in a text.

READING

4. 18 WB 10 Read and listen to the text quickly and check your answers in Exercises **2** and **3**. Were your ideas right? In groups, discuss and compare your answers.

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La Tirana festival

Every year, from the 12th to the 18th of July, more than 200,000 tourists and pilgrims arrive in the small town of *La Tirana* (72 km from Iquique). The visitors dance and sing to celebrate Chile's patron saint.

The festival is in honor to the Virgin of Carmel, but some traditions, such as music, masks, and costumes, come from the indigenous Andean peoples and have historical meaning. Descendants of these indigenous peoples now travel to the festival to make promises before the Virgin and receive blessings in return.

The Sanctuary of *La Tirana* is in Ceremonial Square and the main attraction is the Church. There is an image of the Crucified Christ from the XVIII century behind the altar and there are the images of the Virgin of Carmel and Jesus of Nazareth.

The most important event of the festival is the procession of *Las Diabladas*, or Dance of the Devil. People wear extraordinary costumes and masks of birds, snakes, or devils and dance to drums and flutes in front of the sanctuary.

The music and dancing go on 24 hours a day for the whole week while visitors enjoy foods and shop at kiosks all around the town.



Adapted from: (2012, July 13). *La Tirana Festival in Chile.* Retrieved February 13, 2013, from http://www.joeskit chen.com/chile/2012/07/13/la-tirana-festival/





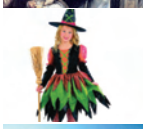
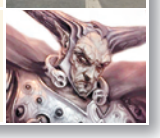
This is one of the most attractive festivals in the world! The bands are great and the costumes are awsome! There are a lot of wonderful things to see there.

My experience in La Tirana was great! I had a lot of fun, the town is beautiful and there are also a lot of amazing things to do.



Vocabulary

Match the words and the pictures.

costume	
devil	
mask	
Patron Saint	
square	

5. Answer questions **a - e**. Compare answers with your partner.

- **a.** Where and when does the event take place?
- **b.** How can you describe this festival?
- **c.** What is the main event? What is it?
- **d.** Why do you think people wear costumes and masks of animal creatures and devils in this festival?
- **e.** What do you think they represent? Why?

6. Complete sentences **a - e** using the words in the Vocabulary box.

- **a.** The Tourist Information Office is opposite the main _____ .
- **b.** The kids were all wearing animal _____ .
- **c.** In Chile, peole usually wear national _____ to celebrate the Independence Day.
- **d.** People believe witches are possessed by the _____ .
- **e.** People honor the _____ with different religious events.

LANGUAGE FOCUS

QUESTION WORDS

1. Study these questions related to the text.

- **a. Where** is *La Tirana* festival celebrated?
- **b. When** does it take place?
- **c. What** do the activities include?

2. Complete this general rule.

We use definite types of words called **question words** to ask questions about **place** - (_____), **time** - (_____), **things** - (_____).

7. 19 /ə/ Listen and repeat. Pay special attention to the beginning of the words.

where when what
who why whose whom

8. Fill in the blanks in these questions.

- **a.** _____ do you _____ for your birthday?
- **b.** _____ do you _____ on vacation?
- **c.** _____ do you _____ for tests?
- **d.** _____ do you _____ on Sundays?
- **e.** _____ do you _____ in summer?

9. 20 Listen and repeat the questions in Exercise **8**.

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10. Write seven questions about the text on Page **41**. Use the question words in Exercise 7.

Where...? When...? What...? Who...? Why...? Whose...? Whom...?

Ask the questions to your partner and write the answers in your notebook.



11. Read and do what Ignacio says.

12. Complete the dialog between Mark and Cindy. Use the information in the brochure on Page **41** and the expressions in the box.

Cindy: Have you ever _____?

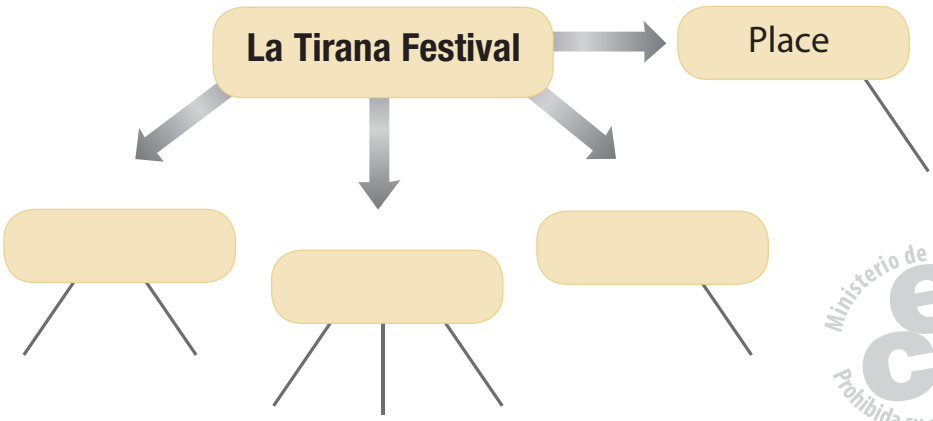
Mark: _____. I went _____.

Cindy: Did you like _____?

Mark: _____! I think it's _____.

Cindy: I also _____ when I was there. I did _____!

13. Read the text on Page **41** and find words to complete this word map.



Useful expressions

- Have you ever been to...?
- It was great!
- a lot of fun
- amazing things
- interesting places
- attractive festival

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14. FL Find information about another popular celebration in your country. Prepare a presentation to share the information with your class. Use a diagram as in Exercise **14** to organize the information.

BEFORE LISTENING

Do you recognize the places in these pictures? Which region in Chile do they belong to? Which of them would you like to visit? Why?



1. Answer Kelly's questions.













2. With your partner, find out the meaning of the words in the Vocabulary box (Page **45**) and write them in the corresponding slot. Add two more words and meanings from the map (Exercise 6) to the list.

3. You are going to listen to a recording about a very famous place in Chile. Before starting, read the information in the Target Strategy box and make predictions about the content of the recording.
Take some notes in your notebook.

Target strategy: Predicting

Before listening, read the title of the lesson and look at the map on Page 45. Predict what the speaker(s) might say.

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LISTENING

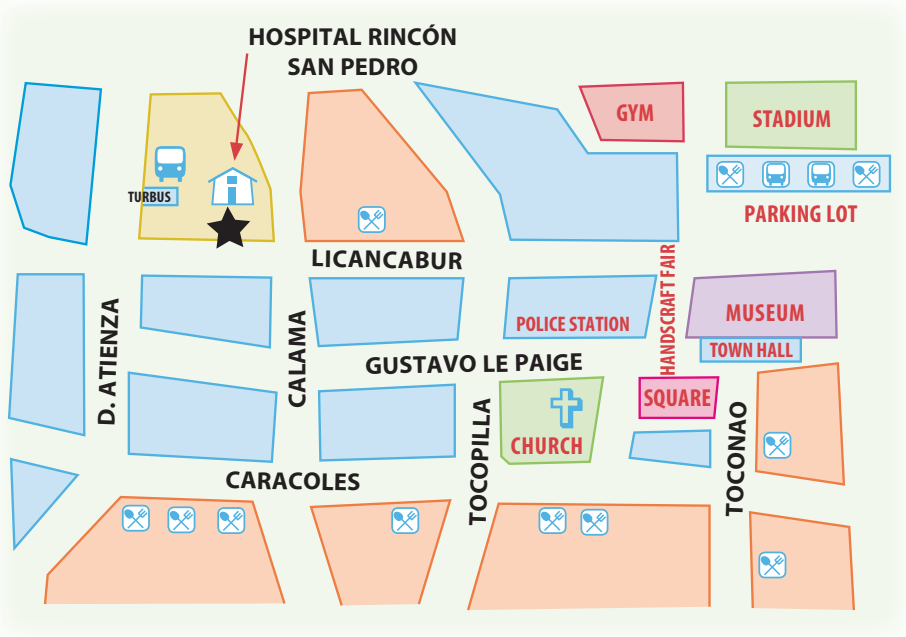
4. 21 Listen to the recording and check your answer in Exercise **3**.

5. 21 Listen to the recording again. Write **M** (Marcos), **S** (Sofía), or **J** (Jim).

a. _____ We're from Calama.
b. _____ It's a small but beautiful village.
c. _____ People can visit San Pedro church.
d. _____ It's next to the museum.
e. _____ It's opposite to the stadium.

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6. 21 Listen to the recording again. Number the places in the map in the order they are mentioned.



Target strategy: Focusing attention

Listen carefully to the speaker and pay attention to the parts that are relevant to your purpose.

LANGUAGE FOCUS

PREPOSITIONS OF PLACE

1. Read these sentences from the text.

a. I'm **in front of** the Town Hall of San Pedro.
b. It's a small but beautiful village **near** the city of Calama.
c. **Opposite** the church there is the Archeological Museum.
d. It's **next to** the museum.
e. There is a big parking lot **behind** the museum.

2. Complete this rule.

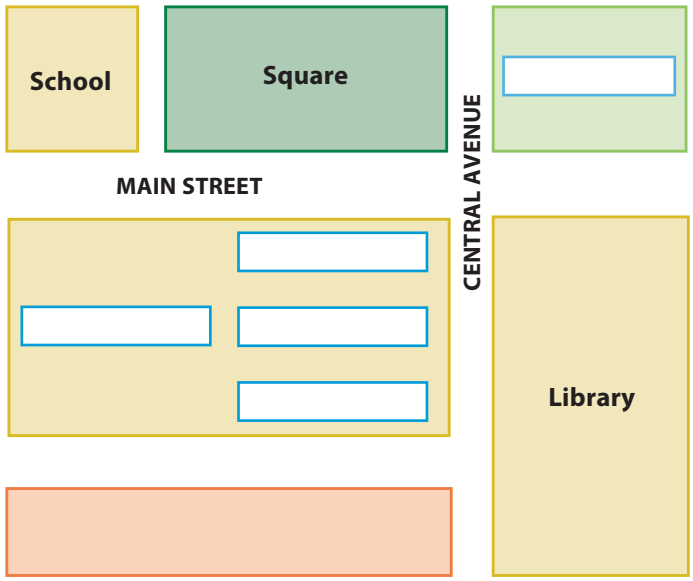
Prepositions of _____ are short words that we use to indicate the _____ of things.

Vocabulary

fortress	
church	
Town Hall	
House of Government	

7. Read the sentences and label the places in the map.

a. The Town Hall is in front of the square, opposite the Post Office.
b. The police station is behind the Post Office.
c. The church is next to the Post Office.
d. There is a hospital near the square.



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8. 22 /ə/ Listen and repeat these pairs of words.

clay - day
fair - pair
lot - not
near - here

9. 23 Listen and practice this dialog with your partner.

A: Excuse me, where is the Town Hall?
B: It's in Main Street, opposite the Post Office.
A: And the police station?
B: It's behind the Post Office.
A: Where can I find a hospital?
B: The hospital is in Central Avenue, in front of the library.

Useful expressions

- Excuse me,...
- Where is...?
- Where can I ...?
- It's in...
- It's opposite the...
- The ... is behind...

10. WB 11 Look at the map in Exercise **6** again and choose a location. With your partner, create a dialog that is similar to the dialog in Exercise **9**. Practice and role-play your dialog.

11. FL Create a map of your neighborhood and locate your house / apartment and other places (school, square, church, etc.) in it. With your partner, take turns to ask and answers questions about the different places in your map. Use the expressions from the box.

TRAVEL BACK

READING

1 Read the text in Lesson **1** (Page **41**) and match the numbers and the words. **3 pts**

72	24	200,000
people	hours	kilometers

2 Read the text again and correct these statements. **3 pts**

a. *La Tirana* is near Arica.

b. People dance and sing for seven days.

c. The most important event of the festival is a mass.

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LISTENING

3 21 Listen to the recording in Lesson **2** (Page **45**) again. Write **T** (true), **F** (false), or **NM** (not mentioned) **6 pts**

a. _____ Marcos and Sofía live in San Pedro.

b. _____ Marcos and Sofía are tourist guides.

c. _____ The museum has 8,000 pieces in exhibition.

d. _____ San Pedro church is made of clay.

e. _____ San Pedro church is very old.

f. _____ It takes around 60 minutes to walk around San Pedro.

LANGUAGE

4 Write appropriate questions for each answer. **3 pts**

a. _____ ?
I play soccer with my friends.

b. _____ ?
I 'm going to visit my grandparents.

c. _____ ?
My birthday's in June.

5 Match the words (**a - c**) and the definitions (**i - iii**). **3 pts**

a. Town Hall	**i.** a building where people go to worship
b. church	**ii.** an open area in a town
c. square	**iii.** a building that contains the local government offices

0 - 4	5 - 8	9 - 13	14 - 18	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	18 pts

BEFORE READING

1. Look at the pictures and describe each of them. Where are the people from? Answer Matt's questions.



Who lived in Chile before the Spanish arrived? What is the meaning of the word *Mapuche*?







2. Write the names of the original Chilean peoples in the chart, according to the place where they live / lived.

Aymara Chango Chono Diaguita
Mapuche Ona Picunche

North of Chile	Center of Chile	South of Chile

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3. Look up the meaning of these words in a dictionary.

sailors hunters nomads warriors
fishermen shepherds farmers

Target strategy: Predicting

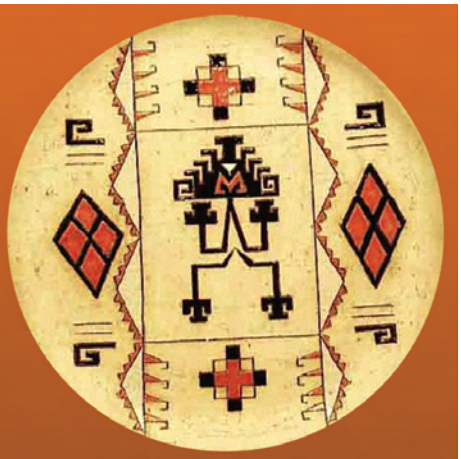
Before reading, think about what you already know about the topic of the text and predict its content.

4. Relate each indigenous group in Exercise **2** to their characteristics in the bubbles in Exercise **3**.

5. Kelly and Matt visited the *Magallanes Regional Museum in Punta Arenas*. In the museum, they read the brochure on Page **49**. What information do you think the brochure contains?

READING

Museum



In Chile, nearly 700,000 people belong to an indigenous group. There are eight indigenous groups, and they represent 4.6% of the total population.

The *Mapuche*, or people of the land, represent 87.3% of the indigenous population. They live in the Bio-bio, Araucanía and Los Lagos regions.



In Southern Patagonia, closer to Punta Arenas and Tierra del Fuego, the original people were the *Alacalufes*, the *Onas*, and the *Yámanas*.

They were nomad groups and lived in different places, taking the natural resources around them to survive.



The *Alacalufes* were hunters and sailors. They were the first to sail in their canoes through the south channels looking for marine mammals and mollusks to eat. They used harpoons to hunt the animals.

The *Yámanas* were also sailors. They lived between the Strait of Magellan and Cape Horn.

The Onas were hunters and fishermen. They lived in Tierra del Fuego and ate the guanaco and mollusks.

All these groups had an important spiritual life. They celebrated many ceremonies and rituals with masks, painted bodies, and dancing.

Target strategy: Evaluating

While you read, confirm or correct your predictions.

Some of them were artists. Even today, it is possible to see their wall paintings of animals and landscapes in the area.

All these groups, except the Mapuches, are extinct now.



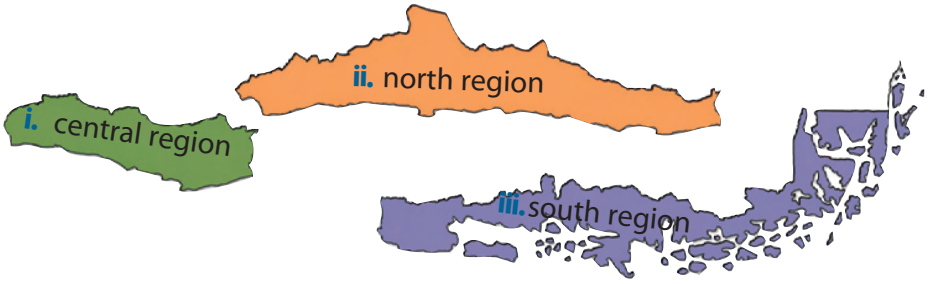


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6. 24 Read and listen to the museum's brochure. Does it contain the information you predicted in Exercise **5**?

7. Read the text again. Circle the correct alternative to complete these sentences.

a. The brochure is about indigenous people from the _____.



b. There are _____ different indigenous groups in Chile.

i. five **ii.** eight **iii.** ten

8. In your notebook, complete these conclusions about the text with your own ideas:

a. These groups were nomad because...

b. The majority of these peoples are extinct because...



Did you know that ...
Captain Fitz Roy called Aysén the area of the south of Chile because it is the place where the 'ice ends'?

Vocabulary

Write a sentence in each slot telling what the people do.

farmer	A farmer is someone who owns or looks after a farm.
fisherman	
hunter	
nomad	
sailor	

LANGUAGE FOCUS WB 12

PAST SIMPLE FOR PAST STATES

1. Read these sentences from the text and other examples.

a. Before the Spanish arrived, the original people **were** the *Alacalufes*, the *Onas*, and the *Yámanas*.
b. In the past, the Alacalufes **were** hunters and sailors.
c. The Onas **were** hunters and fishermen.
d. Their language **was** very rich and difficult to understand.

2. What do the sentences in Point **1** express?

a. A present situation.
b. A past situation.
c. A future situation.

3. Complete this rule.

We use the Past Simple of the verb _____ to express _____ that existed during a period of time in _____.

The verb *to be* has two forms in the past tense: _____ (singular) and _____ (plural).

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9. WB 12 Complete the dialog with information that is true for you and talk with your partner about how things were similar or different yesterday.

A: Where were you yesterday?

B: Yesterday? What time?

A: At _____. Where were you at _____?

B: _____.

A: You weren't _____, I called you.

B: I was _____. Ask _____! She was with me!

A: Let's call her! Where is she now?

B: _____.

10. 25 WB 13 Listen and read the dialog about the original people in the south. Practice it with your partner.

A: Who were the original people in the south?

B: The onas, the yamanas and the alacalufes.

A: What do you know about them?

B: They were nomads, hunters and sailors.

A: What were their main traditions?

B: They had an important spiritual life.

A: Were they artists?

B: Yes, they were.

Useful expressions

- What do you know...?
- Who were...?
- What did they...?
- Where...?
- Were they...?
- Did they...?

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11. Create a new dialog to ask questions about the Spanish conquerors. Use the dialog in Exercise **10** as a model and add more questions of your own. Answer the questions and then practice and role-play the dialog in front of the class.

12. Think about an important historical event in Chile or in your life. Collect information to answer these questions.

When...? Where...? Who...? What...? Why...?

13. FL Use the information in Exercise **12** to write a paragraph about the event you chose and read it aloud to your classmates.

14. RB 4 In groups of four, read a legend of an indigenous people in North America (Reading Booklet, *The Little People*, Pages **4** y **5**.) and answer:

a. What characteristics of the *Makiaweesug* can you infer from this legend? Did they exist?

b. In your opinion, are the *Makiaweesug* similar to or different from the peoples described in the text *Museum*? Why? Explain in detail and share comments within your group.

Target strategy: Predicting / Focusing attention

Before listening, predict what the speaker(s) might say. While listening, pay attention to the parts of the recording that are relevant to your purpose.

Vocabulary

Look up the meaning of these words. Answer questions **a - d**.

• bridge • on your left
• on your right
• seafood • sea lion

a. What's the name of a famous bridge?

b. Who is sitting on your left?

c. Who is sitting on your right?

d. Where can you usually eat seafood?

e. Where in Chile can you see sea lions?

BEFORE LISTENING

1. Kelly, Matt, and their father are now visiting another beautiful city in Chile. Look at the words in the Vocabulary box. In what city can you find a famous bridge and sea lions? Can you guess what city they are visiting?

2. Work with your partner and check the meaning of these words and phrases that look and sound very similar in Spanish.

a. market
b. local variety
c. botanical garden
d. nature sanctuary
e. native species
f. typical dish

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3. 26 /ə/ Listen and repeat, paying special attention to the initial sounds of the words. How are both sounds different in English? Can you give other examples from the dictionary?

before bridge boat
buy vacation variety very visit

LISTENING

4. 27 You are going to listen to a tourist guide describing the city that Kelly, Matt, and their father are visiting. Is it the same city you guessed in Exercise **1**?

5. 27 Listen again. Match the questions (**a - e**) with their answers (**i- v**).

a. What are the children going to visit?	**i.** They will walk around the botanical garden.
b. What can the children see on their right?	**ii.** It is made with seafood, meat and potatoes.
c. What are they going to do after they cross the bridge?	**iii.** At the fluvial market.
d. Where does the tour finish?	**iv.** The most typical places in the city.
e. What are the main ingredients of the curanto?	**v.** The fluvial market.

6. 27 Listen to the recording again and number the places in the order you hear them.



Calle-Calle river _____



Universidad Austral _____



Bridge _____



Fluvial market _____

7. 27 Listen once more and cross out the items in the boxes that the speaker mentions. Write MT (means of transport) or AS (adventure sports).

boat bus kayak plane ship taxi train
motorbike bicycle skate tricycle

bungee jumping canopying hiking kayaking
rafting skating skiing trekking cross country

Vocabulary

Read the words in Exercise 7 and answer questions **a - d**

a. How do you go to school everyday?
b. Where can you take a boat in your city / town?
c. Can you try any of the adventure sports in the box? Which one?
d. Is it possible to rent a horse near your house? Where?

LANGUAGE FOCUS WB 14

PREPOSITIONS OF TIME

1. Read these sentences from the text. Pay special attention to the words in **bold**.

a. **During** this tour, we're going to visit the most typical and important places in Valdivia.
b. **After** the tour, you can walk along the river, or take a boat or a kayak.
c. Just one more thing **before** lunch: if you want to rent a horse, just contact us.

2. Complete this rule.

When we want to indicate relationships of _____, we use _____.

We use _____ to indicate something that occurs through a period of time.

We use _____ to indicate something that occurs earlier than a certain time or event.

We use _____ to indicate something that occurs later than a certain time or event.

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8. Read and practice the dialog with your partner, taking turns to be A and B. Role-play it in front of your classmates.

A: When do you do the homework?

B: I usually do it before the dinner.

A: And what do you do after class?

B: I go home and help my mother. What about you?

A: I always do the homework after class. What do you do before going to bed?

B: During the week, I always watch my favorite TV program.

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9. 28 Listen to Anna talking about her daily routine. Practice repeating the monolog aloud.

During the week, I get up early, I take a shower before breakfast, and then I go to school. I always do my homework when I get home. After that, I chat with my friends on the Internet. I usually watch TV after dinner, before I go to bed.

10. What do you do every day after school? Is your routine similar to Anna's? Tell your partner.

11. FL In your notebook, write a paragraph (5 - 6 sentences) describing your typical routine during the week and on the weekend.

a. Read the information in the box.

A paragraph consists of several sentences that are grouped together. Paragraphs have three principal parts: the topic sentence, body sentences, and the concluding sentence. The Topic Sentence introduces the overall idea. The Body sentences explain the idea of the topic sentence.
The Concluding Sentence summarizes the information.
Details: they help your reader understand exactly what you are writing about. Without details, your paragraph would not be very interesting.

b. Follow these instructions.

i. Write a topic sentence stating what you are going to write about.

ii. Write three supporting sentences narrating your habitual activities.

iii. Write a sentence expressing a conclusion.

iv. Add supporting details. Use the words you learned in the Language Focus (Page **53**).

Useful expressions

- What do you...?
- When do you...?
- Do you...?
- I usually...
- before I go to bed
- after lunch
- during the week

TRAVEL BACK

READING

1 Read the text in Lesson **3** (Page **49**) again and answer the question. **1 pt**

What are the characteristics that the indigenous groups in the southern region shared?

a. Nomads, hunters, and warriors.
b. Nomads, sailors, and hunters.
c. Nomads, sailors, and hunters.
d. Nomads, warriors, and farmers.

2 Read the text again. Cross out the incorrect words. **4 pts**

a. Nearly *70,000 / 700,000* people belong to an indigenous group.
b. They lived in *the same / different* region.
c. They were originally *hunter / fishermen* nomads.
d. They sailed through the *north / south* channels.

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LISTENING

3 27 Listen to the recording in Lesson **4** (Page **52**)again and circle the ingredients for *curanto* that the speaker mentions. **3 pts**

a  b  c  d  e  f 

4 27 Listen again. Complete the sentences as you listen. **6 pts**

a. On your right, you will see the fluvial _____, with our local variety of _____ and _____.
b. We'll finish our _____ in the market, where you can find some _____ restaurants.
c. Our _____ offers a lot of possibilities for practicing _____ adventures.

LANGUAGE

5 Complete these sentences with your own ideas. Use *was / were.* **2 pts**

a. Yesterday, I...
b. The Mapuche...

6 Read the words. Cross the odd one out in each line. **4 pts**

a. music - dance - festival - curanto
b. church - square - mask - Town hall
c. sailors - kayak - hunters - farmers
d. plane - canopying - trekking - rafting

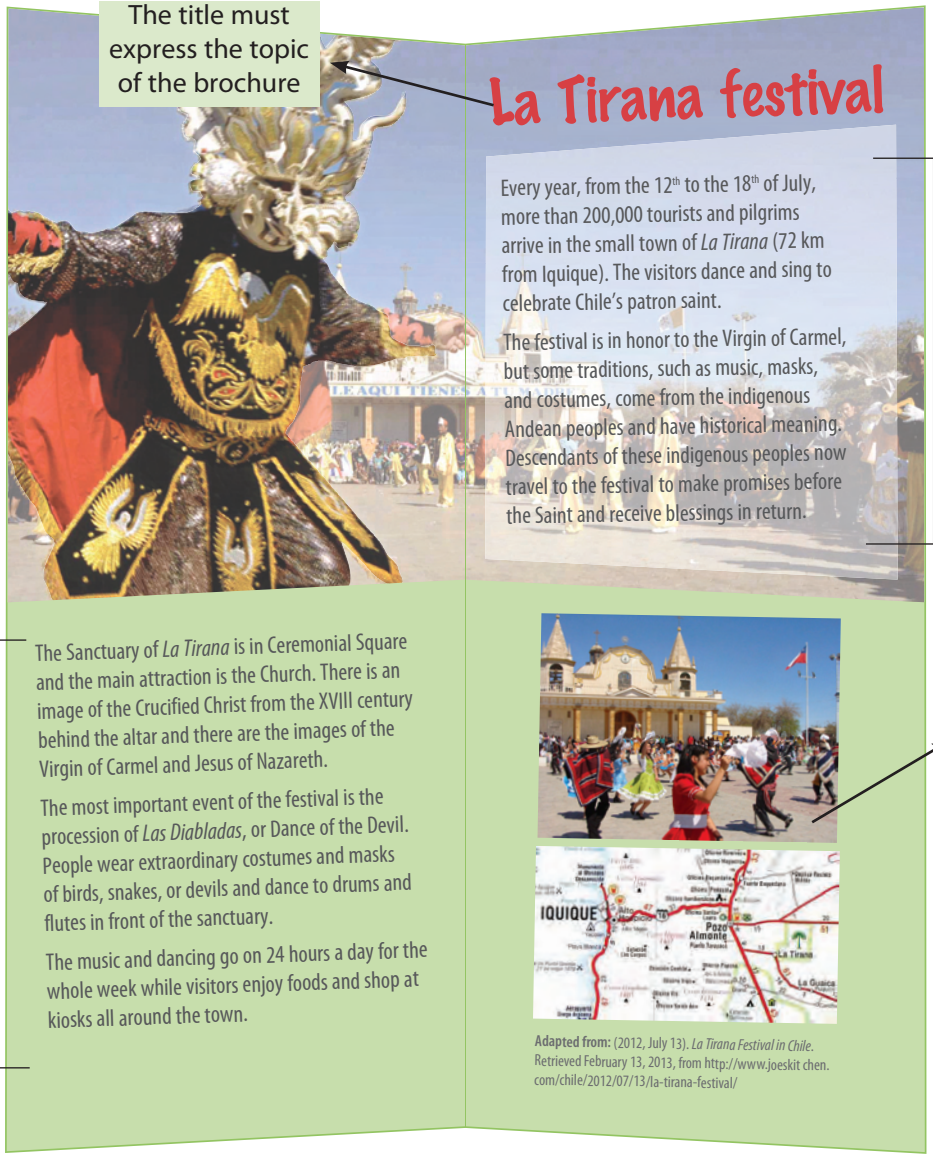
0 - 7	8 - 12	13 - 16	17 - 20	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	20 pts

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HAVE A LOOK AT... a brochure

1. Look at Kelly's brochure and see how it is organized.

The title must express the topic of the brochure



Brief summary of setting with highlights of important places

Activities and entertainment, including interesting places to visit

It's important to include pictures or maps

2. Answer these questions.

a. What is the purpose of the text?

i. To give instructions. **ii.** To inform. **iii.** To tell a story.

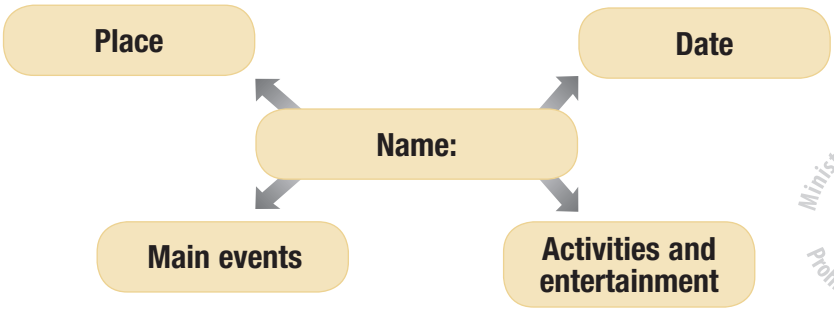
b. Who is the text written for?

i. Visitors. **ii.** Students. **iii.** Local people.

ORGANIZING

This is the phase of the writing process when you brainstorm, research, gather and outline ideas.

3. Choose a traditional Chilean celebration and complete the word map.



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DRAFTING

In this step you turn your ideas into sentences. You create your initial text by writing down all the ideas in an organized way.

4. Use the information in the word map to write full sentences describing the festival you chose. At this point, do not worry too much about making mistakes, just get your ideas down on paper.

WRITING

The goal of this phase of the writing process is to improve the draft. Change, take out or add words to make meaning more clear.

5. WB 15 Write a brochure promoting the celebration you chose. Use your notes in Exercise **3**, the sentences in Exercise **4** and the model in Exercise **1**.

EDITING

Editing is correcting spelling, punctuation and grammar errors.

6. Use the checklist to correct your work and write a final version on a piece of cardboard.

PUBLISHING

In this last step of the writing process, the final writing is shared with the audience.

7. Add pictures or drawings and display the brochure on a visible place of your classroom.

Writing checklist

A brochure

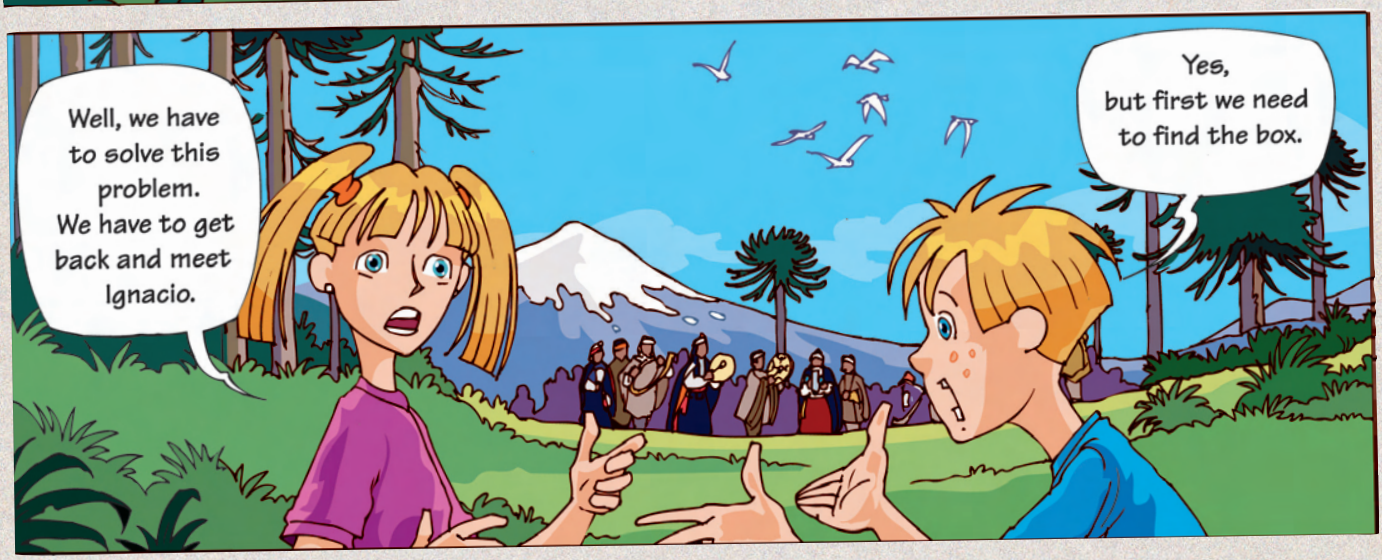
- ✔ Add words to make it more interesting and use connectors to link the different parts of your brochure.
- ✔ Check that the sentences begin with capital letters and end with full stops.
- ✔ Check your work for other punctuation marks (question marks, commas, etc.)
- ✔ Check for spelling mistakes.
- ✔ Give your work a title.

Kelly, Matt, and the Time Machine

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EPISODE 2: LOST!









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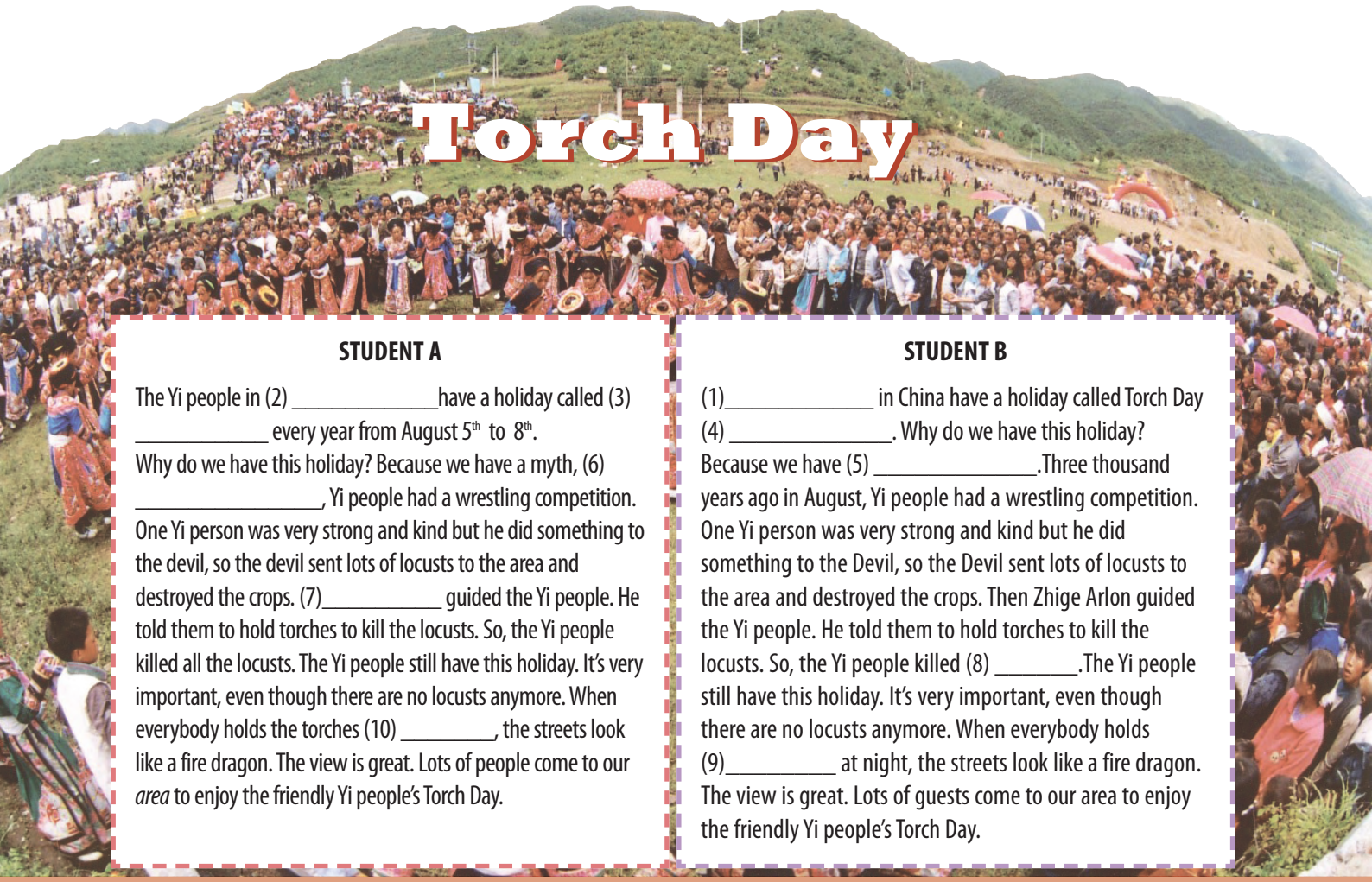
CREATIVE SKILLS

1. Work in groups of four. Imagine Kelly and Matt talked to the Mapuches before they found the time machine again.

2. Create a dialog and write it in your notebook. Practice the dialog and role-play it in front of your class.

COMPLEMENTARY ACTIVITIES

1 In pairs, use the clues provided to ask and answer questions to complete the missing information in each paragraph.



STUDENT A

The Yi people in (2) _____have a holiday called (3) _____ every year from August 5th to 8th.
Why do we have this holiday? Because we have a myth, (6) _____, Yi people had a wrestling competition. One Yi person was very strong and kind but he did something to the devil, so the devil sent lots of locusts to the area and destroyed the crops. (7)_____ guided the Yi people. He told them to hold torches to kill the locusts. So, the Yi people killed all the locusts. The Yi people still have this holiday. It's very important, even though there are no locusts anymore. When everybody holds the torches (10) _____, the streets look like a fire dragon. The view is great. Lots of people come to our *area* to enjoy the friendly Yi people's Torch Day.

STUDENT B

(1)_____ in China have a holiday called Torch Day (4) _____. Why do we have this holiday? Because we have (5) _____.Three thousand years ago in August, Yi people had a wrestling competition. One Yi person was very strong and kind but he did something to the Devil, so the Devil sent lots of locusts to the area and destroyed the crops. Then Zhige Arlon guided the Yi people. He told them to hold torches to kill the locusts. So, the Yi people killed (8) _____.The Yi people still have this holiday. It's very important, even though there are no locusts anymore. When everybody holds (9)_____ at night, the streets look like a fire dragon. The view is great. Lots of guests come to our area to enjoy the friendly Yi people's Torch Day.

Read the text again and answer questions **a - e**.

a. What is the text about?
b. What is the origin of this festivity?
c. What are locusts?
d. What is the effect fo the torches?
e. According to the text, how can you describe the Yi people?

Questions

1. Who...
4. What...
5. When...
8. Why...
9. Where...

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2 In your group, give clues to your partners and make them guess what you do. Don't say the name of your profession!

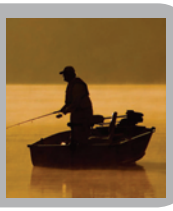
Role card A
You are a very famous **sailor**. You sail around the world and you live on your boat.



Role card B
You are an **artist**. You paint landscapes and animals. You are very poor because you only sell one painting every year.



Role card C
You are a **fisherman**. You catch fish and then sell them in the market.



Role card D
You are a well-known **hunter**. You hunt wild animals in the forests.



Role card E
You are a famous **politician**. You are the president of your country and everybody thinks you are a very good president.



Role card F
You are a good **swimmer**. You can swim 100 meters in 54 seconds!



Role card G
You are a **tourist guide**. You show other people interesting places to visit.



Role card H
You are a **reporter**. You travel around the world collecting and reporting news for newspapers, radio, and television.



3 Use the image code to find out the names of more outdoor activities.

a =  e =  i =  o =  u = 

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a. r  pp  ll  ng

b. p  r  ch  t  ng

c. sn  wb   rd  ng

d. s  rf  ng

e. m  t  cr  ss

f. w  nds  rf  ng

g. p  r  p  nt  ng

h. l  g 

PROJECT

A Tour

a. Work in groups of three.

b. Choose a city or area in Chile that you like.

c. Look for information about interesting places, activities, traditional food, music, and dances.

d. Write a script for your tour. Use the information you collected.

e. Your tour script must talk about the places tourists are visiting, the activities they can do there, the food they can eat, and any other interesting information about the area.

f. Create a brochure for the tourists that includes photos or drawings of the area. Your brochure can be projected as a Power Point presentation, or as a carboard poster, decorated by your group.

g. Present the tour to your classmates, role-playing the situation of a tour. Project or show your class the brochure you created.

h. Role-play the tour in front of your class.

PROJECT EVALUATION

Reflect on these questions:

- What valuable information about Chile have you learned?
- Are you satisfied with your project? Why?
- What are the strengths and weaknesses of your project?

TEST YOUR KNOWLEDGE

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READING: VALPARAÍSO



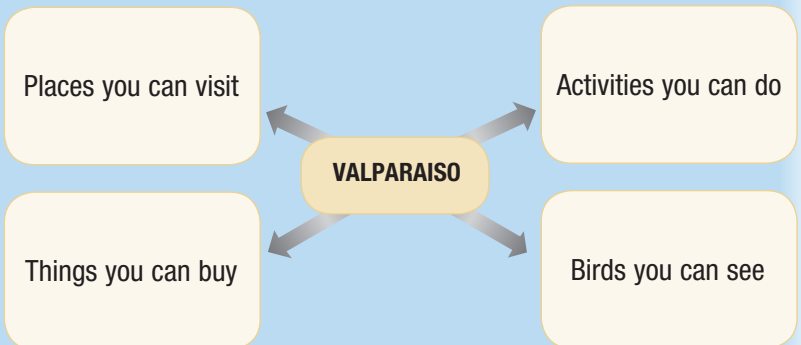
Valparaíso is a very important Chilean port. There are lots of interesting places you can visit and activities you can do. There are forty five hills in Valparaíso and you can use funiculars to visit them.
Near the main square, there are some famous museums and there is also a replica of an old sailing ship in the *Muelle Prat*.
There are also many old book stores and shops where people can buy antiques, typical products, and souvenirs.
If you go to the harbor, you can see lots of beautiful sea birds, such as pelicans and seagulls, and also pigeons.
In summer, a lot of visitors come from all over the world because there are many attractions : *Quinta Vergara*, *Plaza Victoria* and *Viña del Mar*, which is a seaside holiday resort next to Valparaíso.
Visitors can take a ride on the typical carriages called *Victorias*, rent a bicycle, or go around the bay on a boat.

Created by: Publishing team.

1 30 Read and listen to the text. Number the ideas in the order they are mentioned. **5 pts**

a. ____ You can use different means of transport.
b. ____ It is a good place for shopping.
c. ____ It is a place with a lot of hills.
d. ____ It is a city with cultural attractions.
e. ____ It is far from the sea.

2 Read the text again and complete the diagram. **4 pts**



LISTENING: INTO THE ATACAMA

3 31 Listen to the recording and circle the correct alternative. — 1 pt

Does Paul like the place? YES NO

4 31 Listen to the recording again and identify the following information. — 4 pts

a. Name of country
b. Name of town
c. Means of transport
d. Name of bird

5 Listen and complete. — 2 pts

a. The local people meet at a natural...
b. There are flamingos and other...

LANGUAGE

6 Complete the sentences using *was / were* and the words in the box. — 4 pts

hunters nomads sailors religious

a. The Alacalufes sailed their boats through the south channels. They _____.
b. The Onas _____. They ate the guanaco meat.
c. The indigenous people from the south lived in different places. They _____.
d. Spiritual life was important for all the groups. They _____.

SPEAKING

7 Answer these questions. Then, role-play a conversation with your classmate. — 3 pts

a. Where do you live?
b. What do you do in your free time?
c. When is your birthday?

	Great!	Not too bad	Help!
0 - 5	6 - 11	12 - 17	18 - 23
Keep trying	Review!	Well done!	Excellent!

TOTAL SCORE 23 pts

SELF-EVALUATION

In this unit, which of these aspects were strengths / weaknesses for me? Why?

Reading
- comprehension of general ideas
- comprehension of specific information (places, dates, months, numbers, etc.)
- comprehension of instructions
- making predictions

Listening
- comprehension of general ideas
- comprehension of instructions
- identification of words
- identification of information sequence

Speaking
- participation in short dialogs
- talking about location of places
- talking about past states
- talking about interesting places in the city / town

Writing
- brochure format
- connection of ideas
- spelling and punctuation
- language and vocabulary

Language
Which of these unit contents were easier for me to understand?
- Lesson **1**: question words
- Lesson **2**: prepositions of place
- Lesson **3**: Past Simple for past states
- Lesson **4**: prepositions of time
- Which vocabulary do I need to review?
- Which of the useful expressions were easy to learn?

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UNIT 3

THE WORLD OF SPORTS









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In this unit you will use the following skills:

Listening

Listen and identify explicit and main information in a conversation and in personal reports about sports by:

- recognizing vocabulary related to sports,
- matching oral texts and visual clues,
- discriminating sounds,
- identifying speakers.

Reading

Read and identify main ideas in a literary extract and in an encyclopedia article about sports and sports events by:

- predicting content from pictures,
- predicting content from previous knowledge,
- discriminating between correct and incorrect information,
- inferring topic from cognates,
- extracting specific information.

Speaking

Express own ideas in monologues and dialogs about:

- games and sports,
- personal experiences,
- paralyimpic sports and outdoor activities.

Writing

Write a short paragraph and a brief informative text:

- using new vocabulary related to sports and sports events,
- narrating experiences,
- comparing two sports,
- identifying the text structure of an informative text.

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Getting ready

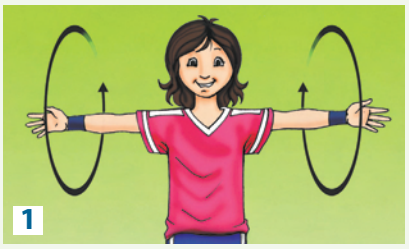
1 Two of the sports in the pictures on Page **64** are Olympic sports and two of them are not. Classify them in your notebook. Then add the names of some more sports to each category.

2 Match the instructions (**a** – **c**) with the pictures (**1** – **3**). Then ask the teacher for permission. Work in groups of three; one student must read the instructions aloud and the other two must follow them. Take turns to be the instructor.

a. Go down on your hands and knees. Put your right leg straight up behind you above the floor. Keep your back straight, lift your right leg up and then down, but don't touch the floor. Five times with each leg.

b. Stand with your feet apart and your knees slightly bent. Put your arms around out straight to the left and right. Move your arms in small circles from the shoulders. Backwards, ten times. Then forward, ten times.

c. Stand with your feet apart and your stomach in. Look straight in front of you. Put your arms straight up, right up. Then bend down and touch your toes five times. Touch the floor between your feet, but don't bend your legs. Five times.







BEFORE YOU START

1 How much do you know about sports? Write two examples for each category.



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2 Study each vocabulary card. Use a dictionary to verify the meaning of the words.

BAT

The baseball player is ready to **bat** the ball.



DRIVE

The golf player is slowly **driving** the ball into the hole.



HIT

The child **hit** the ball over the net and won the game.



SCORE

The football team **scored** at the last minute.



SHOOT

The rugby-player always **shoots** fast balls.



THROW

The girl is **throwing** the ball into the basket.



3 In your notebook, follow the example and complete a file for each word.

Word: Bat	**Meaning:**
Example:	**Non-example:**

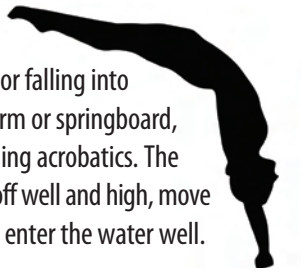
4 WB 16 Read the text.

SPORTS

Sport (or sports) is all forms of competitive physical activity. Hundreds of sports exist, from those requiring only two participants, through to those with hundreds of simultaneous participants, either in teams or competing as individuals.
The largest major competition is the Olympic Games. Only Olympic sports are included in the Summer and Winter Olympic Games.

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Olympic Sports



DIVING is jumping or falling into water from a platform or springboard, sometimes performing acrobatics. The aim of it is to jump off well and high, move through the air and enter the water well.



CURLING players slide stones on a sheet of ice towards a target area with four concentric rings. Its goal is to place the stones nearer to the center of the target.

Non-olympic Sports

CHESS is a strategy board game played by two people on a chessboard with 64 squares arranged in an eight-by-eight grid. Its aim is to win by trapping your opponent's king.



SQUASH is a racquet sport played with a small rubber ball in a four-walled court. Two or four players try to beat the other player(s) by hitting the front wall and making the ball bounce twice on the floor before they can hit their turn.



5 Fill in the blanks in the dialog with information from the text. Then, practice and role-play it with a partner. Take turns.

You: What´s your favorite sport?
Your partner: It´s _____ .
You: Do you prefer _____ or _____?
Your partner: _____ How about you?
You: Well I prefer _____. I like _____.
Your partner: What´s the aim of it?
Your partner: It´s to _____ .



A SPECIAL GAME



BEFORE READING

1. Read what Dan says. What do you know about this novel's plot? In groups of four, discuss and circle the option that you think is correct.

a. A young girl from Kansas is transported, along with her dog Toto, to a fantasy land by a tornado. In this place she lives exciting adventures and learns that there's no place like home.

b. A girl falls down a rabbit hole into a fantasy world where peculiar creatures live. In this land she has some dangerous experiences and meets very strange animals and human beings.

c. Four ordinary children discover a wardrobe in a house that takes them to a magical land where they live many adventures in the company of a lion who can talk.

2. Match the options (**a** - **c**) in Exercise **1** with the corresponding pictures (**1** - **3**). Name the pictures with a title from the box.

The Chronicles of Narnia **Alice in Wonderland**
The Wizard of Oz


1


2


3

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Target strategy: Previewing

Before reading, preview the text by looking at the title, headings and images.

3. Look at the text title and the pictures on Page **69**. Does this sport look like a game you know?

4. Look at the pictures on Page **69** again. What is this text about? Check (✔) the alternative that best represents your predictions.

a. The description of a strange sport.
b. The story of a champion in the sport.
c. The story of how this sport was created.

READING

The Queen's croquet ground

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I.

Alice could not understand why that croquet ground was so curious: it was all ridges and furrows: the croquet balls were live hedgehogs, and the mallets live flamingoes, and the soldiers had to double themselves up and stand on their hands and feet, to make the arches.

II.

At first, Alice could not manage her flamingo. The animal looked at her face with an extremely funny expression and Alice couldn't control her laughter. Besides, there was generally a ridge or a furrow in the way and the doubled up soldiers were always getting up. Alice soon came to the conclusion that it was a very difficult game. The players all played at once, without waiting for turns; and in a very short time the Queen was in a furious passion, shouting, "Off with his head!" or "Off with her head!".

III.

Alice began to feel very nervous: she was sure she could have a dispute with the Queen at any minute, "and then," thought she, "what will happen to me? Everybody really enjoys cutting people heads off here. Unfortunately, the Queen had only one way of solving all difficulties, great or small. "Off with their head!" she said, without even looking round.

Adapted from: Carroll, L. (1865). The Queen's Croquet Ground. In *Alice in Wonderland.* Retrieved April 19, 2013 from http://www.authorama.com/alice-in-wonderland-8.html

Target strategy: Making connections / Using previous knowledge

While you read, connect the meaning of one sentence to the meaning of another; use your prior knowledge to try to clarify the meanings of words and phrases.

Vocabulary

Look up the meaning of these words and phrases. Write them in the corresponding slot.

arches

crocket ground

doubled up

flamingo

hedgehog

ridges and furrows

5. 34 Read and listen to the text. Check your guess in Exercise **4** (Page **68**). Were you right?

6. Read the text once again. Match the headings (**a** – **d**, below) and the paragraphs in the text (**I** – **III**, Page **69**). There is one extra heading you do not need to use.

a. A game of animals.

b. A difficult game.

c. Alice in danger.

d. A curious version of croquet.

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7. Read the text one more time and pay attention to the words in red. Match each word (**a** - **f**) with its corresponding definition (**i** - **vi**).

a. mallet

b. manage

c. laughter

d. besides

e. at once

f. dispute

i. At the same time.

ii. A word that connects two ideas. It is a synonym of *in addition, also, and.*

iii. An implement used to strike a ball, as in croquet and polo.

iv. A verbal controversy, an angry altercation.

v. To direct or control the use of something.

vi. The act of laughing. People laugh when they consider something funny.

8. In groups of four, discuss the following questions and explain your answers.

a. What was strange or unusual about the characters in the story?

b. What was strange or unusual about the setting (time and geographic location in which a story takes place) of the story?

c. What events happened in the story that couldn't happen in real life?

9. Did Alice experience difficulties when playing croquet?

a. Underline the parts in the text that support your answer.

b. In your notebook, make a list of the difficulties Alice experienced in the game.

10. Think about the Queen and:

a. Circle the words that describe her.

b. Write a sentence that expresses a description of the Queen.



Did you know that …

There are about 200 croquet clubs across the United States. Many colleges have croquet clubs, such as The University of Chicago, and Harvard University. In England and Wales there are around 170 clubs affiliated with the Croquet Association?

LANGUAGE FOCUS WB 17

COULD / COULDN'T

1. Read these sentences from the text. Pay attention to the words **in bold**.

a. At first, Alice **couldn't** manage her flamingo.

b. She was sure she **could** have a dispute with the Queen at any minute.

2. Answer these questions.

a. What do the sentences in Point **1** refer to?

i. A suggestion.

ii. A possibility or ability.

b. Do you think these sentences refer to the present or the past?

3. Complete the rule.

_____ and _____ are the Past tense forms of *can* and *can't*. We use _____ and _____ to talk about what was or wasn't possible in the past, or to refer to past ability or inability.

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11. Go back to the text on Page **69**.

a. In your notebook, write a list of the things Alice and the Queen **could** and **couldn't** do in the croquet game.

b. Use your notes in **a.** and the information in the Language Focus to write a short paragraph about how difficult the game was for Alice. Review the information and the instructions to write a paragraph on Page **54**.



12. 35 Listen and repeat this dialog.

Friend: Dan, when I was eight, I could run very fast but I couldn't swim. Now I can do both things well. What about you?

Dan: When I was eight, I couldn't play basketball, but I could jump high. Now I can do both things well too.

13. Replace the underlined sections in Exercise **12** by information that is true for you. Complete the lines with your own ideasl, using some words that you learned in the lesson. Then practice and role-play the dialog in front of your classmates. Work in your notebook.

Useful expressions

- What could you...?
- Could you...?
- When I was...
- Now, I...

14. FL Choose a sport you are familiar with and write a simple paragraph about it. Describe its purpose and the game equipment.

THE FIRST MARATHON

BEFORE LISTENING

My brother Matt is training to compete in a very hard race. Can you guess what race it is?
a. A marathon.
b. A short distance race.
c. A long distance race.



1. Discuss these questions in your group.

a. Do you like running?
b. Do you think you are a fast runner?
c. When do you think you would run the fastest?
- **i.** To escape from a fight or war.
- **ii.** To carry a message or news to someone.
- **iii.** To win a sport competition.
- **iv.** Other... _____.

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2. Look at the map and find the countries and cities in the box. Do you think it is possible to run from Marathon to Athens? And to Sparta?

Athens Sparta Marathon Greece



Target strategy: Recalling previous knowledge

Berfore listening, review the activities you have done so far and anticipate what might come.

3. Read what Kelly says and answer her question.

4. Do you know what a marathon is? Discuss your ideas with your partner.

5. Would you like to participate in a marathon? Why? What popular marathons are you familiar with?

Target strategy: Taking notes

While you listen, take some notes of the most important information.

LISTENING

6. 36 Listen to the recording. Check (✔) the speakers in the conversation.

a. ____ A professional marathon runner and a coach.

b. ____ Students and a teacher.

c. ____ A messenger and Greek men.

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7. 36 Listen again and answer questions **a - e**.

a. What do the students want to do?

b. What is Matt doing to accomplish this?

c. Why does the teacher tell this story?

d. What is the connection between the name of the city and the name of the race?

e. How could that situation been solved today?

8. Do you think you could run as much as Pheidippides in a similar situation? Why?

LANGUAGE FOCUS WB 18

CONNECTORS

1. Read this short dialog related to the recording. Pay special attention to the words in **bold**.

A: Why did the Greeks send Pheiddipides to Sparta?
B: They send him **so that** he could get help **but** the Spartans didn't want to fight.
A: Why?
B: **Because** there wasn't a full moon, **so** Pheidippides returned to Marathon.

2. What do the words in bold introduce? Match each word with an alternative.

i. A reason. **ii.** A contrast. **iii.** A conclusion. **iv.** A purpose.

3. Complete the rule.

We use _____ to introduce a _____ ; _____ to introduce _____ , _____ to introduce _____ , and _____ when to introduce _____ .

Vocabulary

Complete the sentences using the words in the list.

army hill plain war

a. A _____ is a situation in which two or more countries fight against each other over a period of time.

b. A large organized group of soldiers is an _____.

c. A _____ is an area of land that is higher but not as high as a mountain

d. A large area of flat land is called a _____.

Writing checklist

- ✔ Use the time line to organize the events in the sequence they happened.
- ✔ Use the connectors you learned (but, so that, because, so) to link the ideas.
- ✔ Use correct spelling and punctuation (commas, full stops, capital letters).

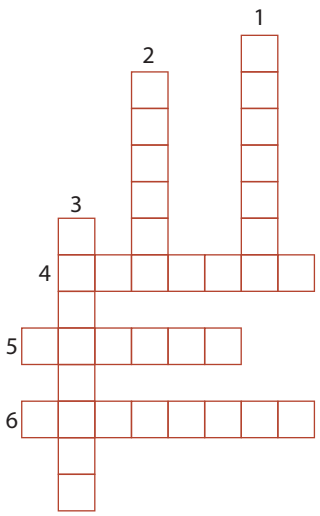
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9. With your partner, write a brief summary of Pheidippides' story. Follow the instructions.

a. Write a list of the main events in the story.
b. Organize them in a time line according to the sequence in which they happened.
c. Go back to the Language Focus and identify the connectors you can use to link the sentences in your time line.
d. Put the sentences together into a brief summary. Check with the list in the box and write a final version.
e. Take turns to read your summary aloud to your classmates.

10. 37 Listen and read the dialog about the first marathon. Then practice and role-play it with your partner, in front of the class.

A: Who was the first marathon runner?
B: A man called Pheidippides.
A: Where was he from?
B: From Greece, from a city called Marathon.
A: What was his job?
B: He was a postman.
A: And who was the first marathon runner of modern times?
B: His name was Spiridon Louis. He was also Greek and a postman like Pheidippides!



11. How much do you know now about the first marathon? Try this Crossword puzzle!

Clues

Down

1. City where the first Ancient Olympic Games were held.
2. City where Pheidippides died.
3. People that did not want to help the Greeks.

Across

4. Profession of the first marathon winner in modern times.
5. Large empire of the Ancient World.
6. City in Greece. Pheidippides was born there.

12. FL What is your answer to the following question? Do some research and share your findings with the class. Why do our bodies get superhuman strength when we are confronted with danger?

http://www.britishcouncil.org/kids-stories-first-marathon.htm

TRAVEL BACK

READING

1 Read the text in Lesson **1** (Page **69**) again. Write three questions about it and then answer them. Work in your notebook. — 3 pts

2 Read the text again. Find a synonym for these words and expressions in the paragraphs in brackets.

a. control (**II**)

_____

b. at the same time (**III**)

_____

c. altercation (**IV**)

_____

3 pts

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LISTENING

3 36 Listen to the recording in Lesson **2** (Page **73**) again and circle the correct alternative.

a. Persia was a huge *empire / nation*.
b. The Persian soldiers were waiting at *the foot / the top* of the hill.
c. Spiridon Louis was a *fireman / postman*.

3 pts — 1 pt

4 36 Listen to the recording again and check (✔) the best alternative

The conversation is about:
a. ___ The war between Greeks and Persians.
b. ___ The origin of the Olympic Games.
c. ___ The origin of a first sport event.

2 pts

LANGUAGE

5 Choose four words from the Vocabulary boxes. Write sentences of your own using the words you chose.

6 Complete these sentences with *so that*, *but*, *because* and your own ideas.

a. Alice could play crocket well...
b. Alice was scared of the Queen...
c. I study very hard...

3 pts

0 - 3	4 - 7	8 - 11	12 - 15	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	15 pts

BEFORE READING

Target strategy: Previewing / Recalling previous knowledge

Before reading, preview the content by looking at the title, headings and images and think about what you know about the topic.
Predict what the text will be about by using your prior knowledge.













1. Look at the pictures (**1 – 6**). What do these people have in common?

2. Match each picture above (**1 – 6**) with the name of a sport in the box.

Swimming Running Gymnastics Motocross
Athletics Soccer

3. WB 19 Some of the people in the pictures need some equipment to play. Can you match the equipment and the sports?

Tennis Soccer Golf Hockey Baseball



4. Look at the words in the box in Exercise **3** again. What do you know about those sports? Have you ever played any of them? Which of them do you like the most? Why? Discuss with your partner.

5. Look at the words in the Vocabulary box and infer what sports they are connected with.

Vocabulary

Look up the meaning of these words and phrases.

- base
- goalkeeper
- net
- pitcher
- puck
- stick

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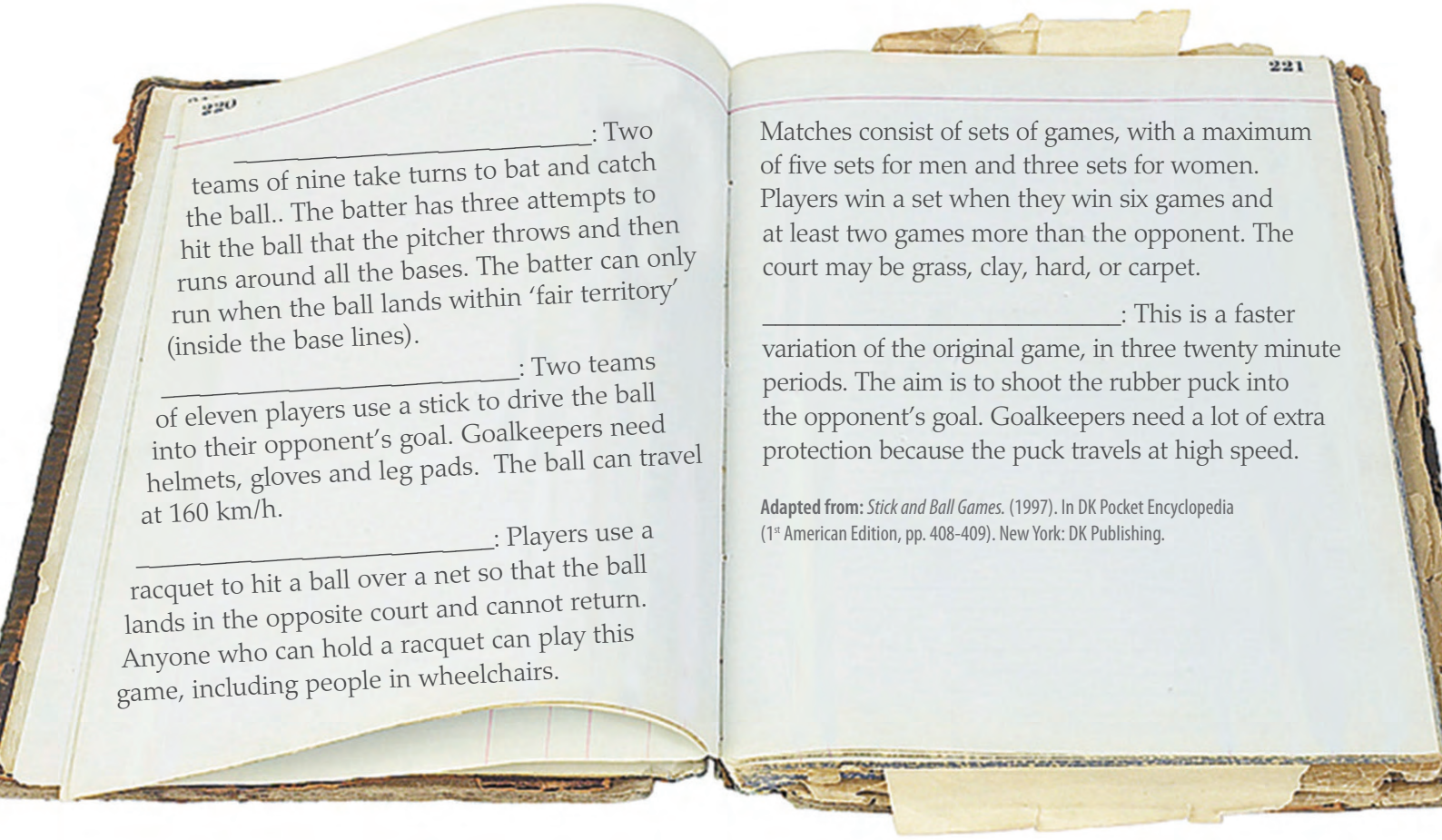
READING

6. Read the names of sports in the box and choose the one that corresponds to each description in the text. There are more names than you need.

soccer baseball basketball hockey ice hockey tennis golf

Target strategy: Monitoring / Evaluating

While reading, connect what you know with the content of the text and monitor your predictions.



220

_____: Two teams of nine take turns to bat and catch the ball.. The batter has three attempts to hit the ball that the pitcher throws and then runs around all the bases. The batter can only run when the ball lands within 'fair territory' (inside the base lines).

_____: Two teams of eleven players use a stick to drive the ball into their opponent's goal. Goalkeepers need helmets, gloves and leg pads. The ball can travel at 160 km/h.

_____: Players use a racquet to hit a ball over a net so that the ball lands in the opposite court and cannot return. Anyone who can hold a racquet can play this game, including people in wheelchairs.

221

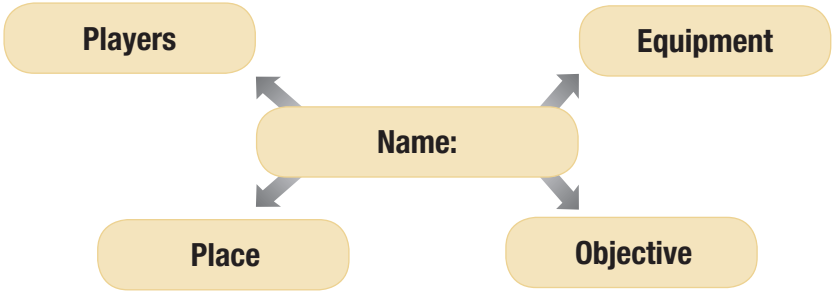
Matches consist of sets of games, with a maximum of five sets for men and three sets for women. Players win a set when they win six games and at least two games more than the opponent. The court may be grass, clay, hard, or carpet.

_____: This is a faster variation of the original game, in three twenty minute periods. The aim is to shoot the rubber puck into the opponent's goal. Goalkeepers need a lot of extra protection because the puck travels at high speed.

Adapted from: *Stick and Ball Games.* (1997). In DK Pocket Encyclopedia (1st American Edition, pp. 408-409). New York: DK Publishing.

7. 38 Read and listen to the text quickly. Check if you find the sports you predicted in Exercise **5**.

8. Work in your notebook. Read the text again and complete this diagram for each sport in the text.



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Did you know that …
golf is the only sport that man has played on the moon?
On 6th February 1971, Alan Shepard hit a golf ball on the moon's surface.

9. RB 6 Read the text *Time Travelers* (Reading Booklet, Pages **6** and **7**) and answer:

a. What does this text have in common with the one you read on Page **77**?

b. What type of description does this text make of basketball?

c. In what way is this description different to the descriptions of the other sports? Why is it different?

d. Why do you think the children and their teacher are so surprised to see people playing basketball?

LANGUAGE FOCUS WB 20

PERMANENT SITUATIONS

1. Read these sentences from the reading text.

a. The batter **has** three attempts to hit the ball.
b. Goalkeepers **need** helmets, gloves and leg pads.
c. Matches **consist** of sets of games.
d. The aim **is** to shoot the rubber puck into the opponent's goal.

2. Choose an alternative to answer these questions.

a. What do these sentences express?

i. Actions or events that happened in the past.
ii. Actions or events that will happen in the future.
iii. Actions or events that are always the same.

b. What tense is used in the sentences?

i. The Simple Present.
ii. The Present Continuous.

3. Complete this general rule.

We use the _____ to express situations or events that are permanent, or for those statements that express facts that are always true (as in the case of general facts of nature).

In this tense, the 3rd person singular (he, _____, _____, or a name) adds an _____ at the end of the _____.

10. Fill in the blanks in these sentences with the Present tense of the verbs in brackets.

a. Soccer _____ very popular and _____ a lot of spectators around the world. (be, attract)

b. Volleyball players _____ their hands and arms to knock a ball over a net. (use)

c. Rugby teams _____ 15 players. (have)

d. American football _____ a tough game. (be)

e. Boxing and wrestling _____ combat sports. (be)

f. The five Olympic rings _____ the five continents of the world. (represent)

Vocabulary

Work in groups of four. Follow the instructions and prepare your own version of the odd-one-out game.

a. Make a list of four or five words from the lesson, all but one of which have something in common.

b. Ask the students in your group to find the "odd-one-out".

c. Ask them to justify their choice.

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11. 39 /ə/ Listen and repeat. Pay special attention to the initial sounds.

ball bat batter base best

12. 40 With your partner, talk about your favorite sport. Use the expressions in the box and information that is true for you. Then listen, compare and practice the dialog.

13. Role-play the conversation in front of your classmates.

14. In pairs, write a description of a sport. Follow the instructions **a - e**.

a. Read the names of sports in hte box and choose one.

basketball soccer golf rugby table tennis voleyball

b. Collect information about it and organize it in a diagram like the one in Exercise **7** (Page **77**).

c. Write five to seven sentences describing the sport you chose. Include the following points:

- Number of teams in the field.
- Number of players in the teams.
- Special equipment.
- Aim of the game.

d. Check your description with the Writing checklist.

e. Write a final version and take turns to read it aloud to your classmates.

15. Vocabulary game. Fill in the blanks to complete the names of the sports. Pay attention to the clues.



a. __ u __ __ i n g



b. c __ __ m b __ n g



c. __ __ r __ b __ __ s

16. FL With your partner, take turns to describe ech sport in detail.

Useful expressions

- What's your...?
- And your...?
- Who's...?
- Why do you like...?
- How often do you ...?
- My favorite...
- Because... / so...
- Once / twice / three times a week
- On the weekend

Writing checklist



- ✔ Use a graphic organizer to plan your writing.
- ✔ Use the vocabulary you learned.
- ✔ Use the Present Simple tense to describe the sport.
- ✔ Use the correct spelling and punctuation marks (full stops, commas, capital letters).

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Target strategy: Questioning

Before starting, look at the title of the lesson and any other clues you have (photos, maps, charts, words, etc.).
Think of three specific questions you think might be answered in the recording. Write them in your notebook.
Example: Does the people in the pictures like the experience?
Next, think about possible answers to each of your questions.

BEFORE LISTENING

1. Answer these questions within your group.

What are X-sports? Have you ever practiced an X-sport?
What X-sports can people practice in Chile?

2. In pairs, decide which of the feelings in the box can be related to X-sports.

amazing calm dangerous exciting relaxing scary

3. Look at the pictures (**a – d**) and write the name of the sport. Then match the related action to a picture.

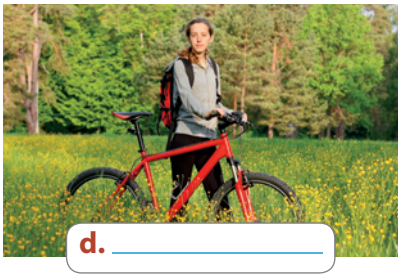
Example: *To feel the wind around. - Picture a.*

To smell the flowers. - To go down a river. - To see the landscape from above.


a. _____


b. _____


c. _____


d. _____

Vocabulary

- breeze
- cord
- dive
- float
- landscape
- roller coaster

4. Look up the meaning of the words in the Vocabulary box. Answer these questions.

a. Where can you usually feel the breeze?
b. When do you use a cord?
c. Do you know how to dive?
d. What things can float?
e. What do you like most, landscapes or portraits?
f. Have you ever been on a roller coaster? Where?

5. Based on the words in the Vocabulary box, can you predict what sports will be mentioned?

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LISTENING

6. 41 Listen to the recording and check if your predictions in Exercises **4** and **5** were correct. Pay special attention to all familiar words you can identify.

7. 41 Listen to the recording again and relate each picture (**1 – 3**) to a speaker (**A**, **B**, **C**).



cycling

Speaker _____



parachuting

Speaker _____



white water rafting

Speaker _____

8. Listen again. Number sentences **a - f** in the order you hear them.

a. _____: I just close my eyes and jump down.
b. _____: It's a new experience.
c. _____: I can see the beautiful landscape.
d. _____: I can't swim.
e. _____: I begin to go up and down the river.
f. _____: In contact with nature.

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Target strategy: Focusing attention

While you listen, focus on the parts of the recording that are relevant to your purpose and take some notes.

Useful expressions

- Have you ever...?
- Tell us about...
- Do you like...
- To begin with...
- It was amazing / scary / surprising / exciting!
- At first...

LANGUAGE FOCUS WB 21

PREPOSITIONS OF MOVEMENT

1. Read these sentences from the text and other examples.

a. The journey **from** Santiago **to** La Serena is 470 km.
b. Every time I get on my bike and ride **across** the country, it's a new experience.
c. I'm always scary when he goes **along** the river! **Up** and **down**!
d. When I pull the cord I am calm again..., floating **towards** the ground.

2. What do the words **in bold** indicate?

a. Time.
b. Place.
c. Movement.

3. Read and complete:

Words such as _____, _____, and _____ are prepositions of _____. They indicate in what direction the action is performed.

Writing checklist

- ✔ Follow the steps of the writing process:
- ✔ Gather information and use a time line to organize it.

Write a draft.

- ✔ Edit your work. Checking that you use correct spelling and punctuation marks.
- ✔ Write a final version of your paragraph.
- ✔ Exchange paragraphs with your partner and compare your routines.

9. Practice the use of prepositions of movement.

a. Read the paragraph ignoring the gaps. What prepositions are missing? Complete the paragraph.

Every morning, my father walks _____ our house _____ his office. He walks _____ the stairs and _____ Cornell Street. He then walks _____ the park.

When he arrives at the company, he goes _____ the stairs and into his office.

b. Now write a similar paragraph describing the way from school to your house. Use the paragraph as a model and the prepositions in the Language Focus. Check with the Writing checklist.

10. 42 /ə/ First only listen. Then listen and repeat the tongue twister. Pay special attention to the difference in the pronunciation of the vowel sounds.

The batter with the butter is the batter that is better!

11. 43 In pairs, put this dialog in logical order. Then, practice and role-play it in front of your classmates.

A: I love going up and down the water and riding the waves to the shore.
B: Sure! Where's this one?
A: I sure do. Our country has fantastic places to do that.
A: In Punta de Lobos, near Pichilemu.
B: Groovy! Do you usually do windsurfing?
A: Hi, guys! Do you want to see my photos?
B: What do you like most?

12. Read and write what Dan says. Interview a classmate and write notes in your notebook.

13. Use your notes in Exercise **12** to write a description of the sport he / she practices. Remember to include all the elements of a paragaph.

a. Sentence topic.
b. Supporting sentences (3 to 5).
c. Specific details.
d. Closing sentence.

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14. FL In your notebook, make a list of other extreme sports and the equipment needed.

Example: *Snowboarding – board, helmet, goggles, etc.*

You are going to interview someone who practices an X-sport. Prepare the questions in your group; ask about the name of the sport, the kind of equipment required, the place where he/she practices it, his / her favorite aspects, etc.



TRAVEL BACK

READING

1 Read the text in Lesson **3** (Page **77**) again and find information to correct these statements. **3 pts**

a. In baseball, the batter can run after he hits the ball.
b. Tennis is always played on the same kind of court.
c. Ice hockey is not dangerous for goalkeepers.

LISTENING

2 41 Listen to the recording in Lesson **4** (Page **81**) again and find the correct order of the events. **6 pts**

Andy	Dan
a. ___ He pulls the cord.	**a.** ___ He gets on his bike.
b. ___ He closes his eyes.	**b.** ___ He smells the flowers.
c. ___ He jumps.	**c.** ___ He feels the breeze.

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LANGUAGE

3 Complete the paragraph. Use the Present tense of the verbs in brackets and the words in the box. **8 pts**

players uniforms opponent's ball hands Basketball

Basketball teams _____ (have) five players. They _____ (use) their hands to pass the ball and _____ (compete) to throw it into the opponent's basket. It _____ (be) a very popular team. Players _____ (wear) colorful uniforms and special shoes.

4 Look at the pictures and complete the sentences with the correct preposition. **4 pts**



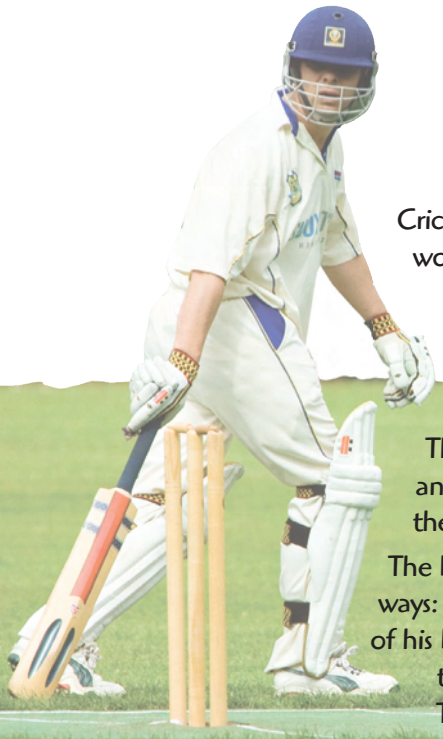


a. My friends are riding _____ the river.
b. Sheila is walking _____ Bolton St.
c. The trip _____ Santiago _____ Viña is 120 km.

0 - 5	6 - 10	11 - 15	16 - 21	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	21 pts

HAVE A LOOK AT... an informative text

1. Read and analyze this article. Answer the questions below.



Cricket





Cricket is very popular in countries such as Australia (the current world champions), New Zealand, India, Pakistan, South Africa, and many of the islands of the Caribbean. It is a very difficult and complex sport.

The field is oval-shaped. Two teams of eleven players take turns to **bat** and to **field**.

The objective of these **batters** is to hit the ball and score as many **runs** as possible. The batter defends the **wicket** with a wooden bat.

The **bowler** tries to get the batsman out, in one of these three ways: if the ball hits the wicket; if the batsman uses his leg instead of his bat; or if one of the members of the fielding team catches the ball. Players wear leg pads, helmets, and gloves. The winner is the team that scores more runs.

Adapted from: *Cricket.* (n.d.). Retrieved April 23, 2013 from Philadelphia Cricket Club http://www.philacricket.com/Default.aspx?p=DynamicModule&pageid=301926&ssid=186997&vnf=1

Did you know that ...

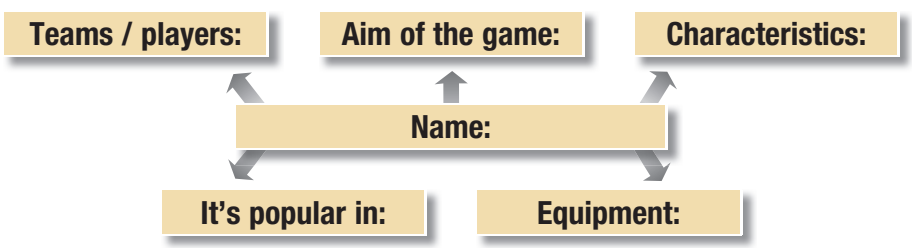
When we write informative texts it is important to explain things clearly. We can present information in many different ways. For example, we can use short and clear sentences; include pictures or a glossary to explain the meaning of difficult words.

a. What type of text do you think it is? Why?
b. What kind of information does each paragraph contain?
c. Are these pictures helpful? Why?
d. Why are some words in **bold**?
e. What is the tense used? Why?

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ORGANIZING

2. Choose a sport that is popular in Chile or in any other country. Look for information in encyclopedias, books, sports magazines, or Internet articles, and complete this diagram.



3. Answer these questions with full, short, and clear sentences.

a. In what country(ies) is this sport popular?

b. What is the aim of the game?

c. What can you say about the teams / players?

d. What type of equipment do players wear?

e. Who wins the game?

f. What words do you want to include in the glossary?

DRAFTING

Remember this is the step when you create the first version of your work. Do not worry too much to make mistakes, just get your ideas down on paper.

4. WB 22 Use the information in the Organizing section to write a description of the sport you chose. Use the Writing checklist and the article in Exercise **1** as a guide.

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Writing checklist

An informative text

- ✔ Start making a chart or mind map of the information.
- ✔ Write a few clear sentences about each topic.
- ✔ Keep your explanations short.
- ✔ Start a new paragraph when you write about a new idea.
- ✔ Include pictures if they help to understand better.
- ✔ Make a glossary of the specific words related to the sport.
- ✔ Once you finish writing, don't forget to check spelling and punctuation.

EDITING

5. With your partner, correct your articles. Check that:

you use correct spelling,
you use punctuation marks (full stops, commas, capital letters),
you use correct grammar (present tense, plurals, prepositions, connectors.)

WRITING

In this step of the writing process, writers proofread and apply all the corrections.

6. Write a final version of your article and stick it on a colored piece of cardboard. Add pictures or illustrations and display it on a visible place of your classroom.

PUBLISHING

In this last step, the final work is shared with your audience.

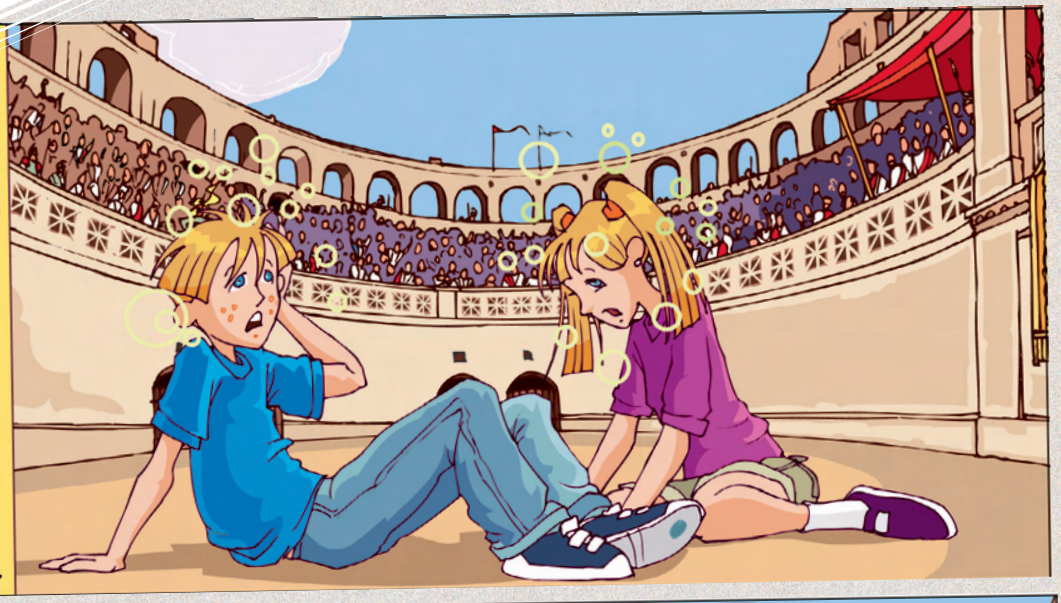
7. Make an oral presentation about the sport you chose.

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Kelly, Matt, and the Time Machine

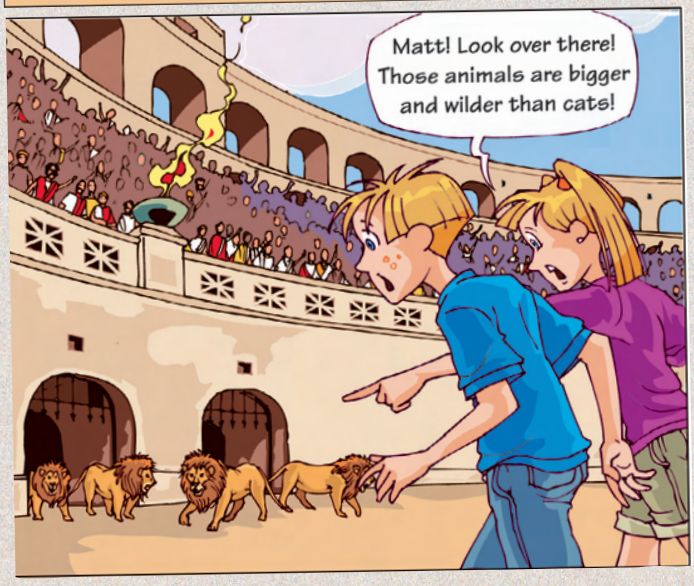
EPISODE 3: WHERE ARE THE PLAYERS?

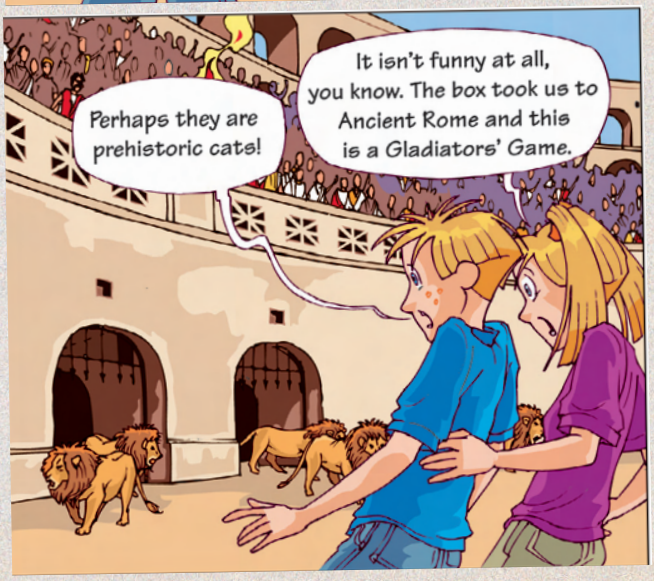
When Kelly pushed the handle, it was as if they were inside a tornado again. After a while, they found themselves in a very big place, like a stadium. It was full of people who were shouting. They were wearing very strange clothes and they were speaking in a language they didn't understand.













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CREATIVE SKILLS

1. Work in groups of four and discuss where you think Kelly and Matt will go now that they pulled the handle together.

2. Create the next episode of the comic strip. Write a draft in your notebook first and then write the final version on a piece of cardboard and display it on a visible part of your classroom.

COMPLEMENTARY ACTIVITIES

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1 Guess the sport! Use the pictures as clues.

a. For this sport you need a cap, some goggles, and a swimsuit.
b. To play this game you need a ball, a racquet, and special shoes.
c. For this activity you need a wetsuit and a large board.
d. For this game you need a helmet, a special stick, and some skates.
e. All you need for this activity is a pair of sneakers and a tracksuit.
f. To do this you need a helmet and some pads for your knees and elbows.









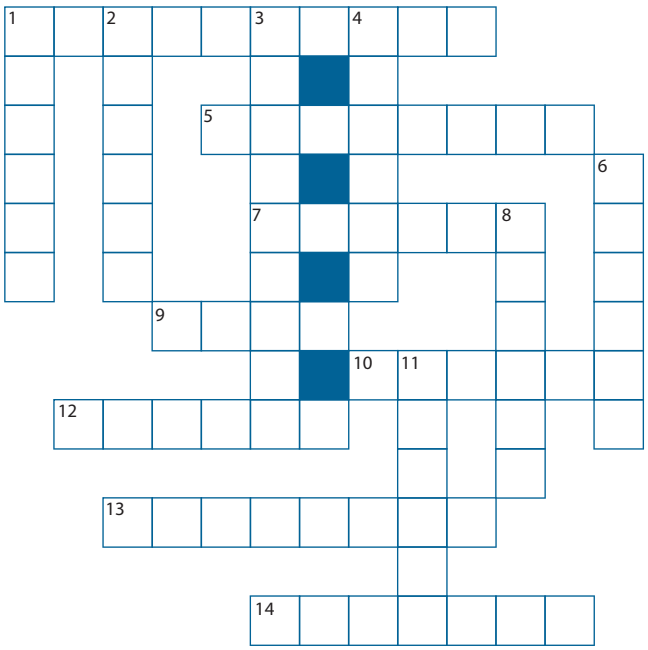




2 Here there are four different sports and below there are twelve different things. Which three things do you need for each sport? Use a dictionary to complete the missing letters. Then choose three and tell your partner why they are useful.

CLIMBING	SKIING	SURFING	TABLE TENNIS
pad___les	rop___	___etsuit	
b___ard	b ___ ll	s___nscr___en	
s___i bo___ts	ski___	pol___s	
hel___et	har___ess	___et	

3 Try this Olympic puzzle!





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Across

1. A team sport with five players per team. (10)

5. An event where athletes try to jump the highest. (8)

7. A racquet sport. (6)

9. First place in the Olympics. (4)

10. Third place in the Olympics. (6)

12. Swimming pool event. (6)

13. A very long running race. (8)

14. A race where runners jump an obstacle. (7)

Down

1. An event where athletes fight with gloves. (6)

2. Second place in the Olympics. (6)

3. An event where athletes swim, run, and cycle. (9)

4. City of 2004 Summer Olympics. (6)

6. A team sport with eleven players per team. (6)

8. City of 2000 Summer Olympics. (6)

11. Fastest time ever. (6)

PROJECT

A Poster

a. Search for information about Paralympic Games and Paralympic athletes in Chile.

b. Collect the most important data.

c. Decide what message you want to communicate about the Paralympic Games in your poster.

d. Organize the information you have and create a visually attractive poster using images, drawings, your imagination and creativity.

e. Display your poster in your class.

PROJECT EVALUATION

Reflect on these questions:

- What valuable information about the Paralympic Games have you learned?
- What reflections can you make about it?
- Are you satisfied with the project? Why?
- What are the strengths and weaknesses of your project?
- Did you face any problem? If yes, how did you solve them?
- Discuss possible suggestions for future projects.

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TEST YOUR KNOWLEDGE

READING: TENNIS



Tennis started in France nearly 1,000 years ago. The game was originally played in the courtyards of royal palaces, using the walls (like squash) instead of a net. The score system (15, 30, 40) is probably based on the four quarters of a clock face.

One of the most important tennis tournaments is Wimbledon. It is the only Grand Slam tournament which is played on grass.

Open tennis started at Wimbledon in 1968. It means that amateurs and professionals can play in the Championships.

Pete Sampras and Roger Federer are the most successful male players in Wimbledon. They won the tournament seven times. Even more impressive is women's champion Martina Navratilova, with nine victories.

The prize money for the Championship is approximately £ 12 million. Of this, the men's and the ladies' singles champions receive £ 1,150,000.

Wimbledon is the only tournament free from sponsorship. This means that there are no advertisements around the courts.

Created by: Publishing team.

1 45 Read and listen to the text. Find and write this information. **5 pts**

a. The place of first tennis courtyards.
b. The origin of the score system in tennis.
c. A great male tennis player.
d. The unique characteristic of Wimbledon tournament.
e. The meaning of the expression "free from sponsorhip ".

2 Read the text again. Match the phrases in columns **A** and **B**. **3 pts**

A	B
a. When tennis started.	**i.** £1,150,000
b. An important year for the Wimbledon tournament.	**ii.** 1,000 years ago
c. Money champions get.	**iii.** 1968

LISTENING: THE MOST POPULAR SPORT

3 46 Listen to the recording and fill in the blanks in the following sentences. — 6 pts

a. _____ is the most _____ in the world.

b. Each _____ tries to control the _____.

c. The _____ is to _____.

4 46 Circle the parts of the body that are used when playing this sport. — 5 pts

arms fingers ear elbow eyes
feet chest hand head knee
legs nose thigh

LANGUAGE

5 Link the sentences in Box **A** and Box **B**. Use *because*, *but*, *so*, or *so that*. — 4 pts

a. I can't sleep.
b. My sister likes going to the disco.
c. I am taking a part-time job.
d. In summer, I like to go sailing.

because
but
so
so that

- I'm going to drink a glass of hot milk.
- She doesn't like dancing.
- I can earn money for vacations.
- the weather is nice.

6 Write a list of words related to each sport in the table. — 4 pts

	Verbs	Equipment	Places
Tennis			
Baseball			
Hockey			
Ice Hockey			

0 - 13	14 - 22	21 - 24	25 - 27	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	27 pts

SELF-EVALUATION

In this unit, which of these aspects were strengths / weaknesses for me? Why?

Reading
- comprehension of general ideas
- comprehension of specific information
- making predictions

Listening
- comprehension of general ideas
- comprehension of specific information
- identification of words
- identification of information sequence

Speaking
- participation in short dialogs
- talking about my friends
- talking about my past abilities
- talking about my weekend activities

Writing
- structure of an informative text
- connection of ideas
- spelling and punctuation
- language and vocabulary

Language

Which of these unit contents were easier for me to understand?
- Lesson **1**: *could, couldn't*
- Lesson **2**: connectors
- Lesson **3**: permanent situations
- Lesson **4**: prepositions of movement

Which words or useful expressions do I need to review?

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UNIT 4 HOME SWEET HOME?

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In this unit you will use the following skills:

Listening

Listen and identify specific information in an interview and in a radio advertisement, and in a news report related to environmental problems by:

- predicting content from visual clues,
- recognizing the purpose of a text,
- distinguishing facts and opinions.

Reading

Read and demonstrate comprehension of general and specific information in an article and in a website about the environment and taking care of our planet by:

- inferring meaning of words from the context,
- identifying type and purpose of a text,
- relating content and personal knowledge,
- predicting content from pictures,
- distinguishing problems and solutions.

Speaking

Express ideas and personal opinions in monologues and dialogs about:

- problems that affect the environment,
- suggestions to solve environmental problems,
- future actions to take care of our planet.

Writing

Write a short paragraph and an interview:

- using vocabulary related to environmental problems,
- making suggestions to solve environmental problems,
- expressing personal opinions about the topic of the unit.
- identifying the text structure of an interview.

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Getting ready

1 Look at the pictures and identify similarities and differences.

2 In pairs, make a list of the main problems that affect Chile and the world. Then think about the possible solutions to those problems. Tell your classmates about the problems and their solutions.

3 Do this quiz individually and see if you are a *Green Kid*. Compare answers in your group. Who is the "greenest"?

1. The 3 Rs mean:
   - a. ☐ recycle, reclaim, refund.
   - b. ☐ reduce, reuse, recycle.
   - c. ☐ refrigerate, reheat, reuse.

2. Which of these are examples of reducing?
   - a. ☐ Bringing your own bags to the grocery store.
   - b. ☐ Riding your bike instead of riding in a car.
   - c. ☐ All of the above.

3. Which is a greener choice?
   - a. ☐ Buying a water bottle.
   - b. ☐ Filling a reusable water bottle with tap water.

4. What is recycling?
   - a. ☐ Biking over the same path you biked yesterday.
   - b. ☐ Using things like cans, bottles or newspapers to make new stuff.
   - c. ☐ Throwing everything you use in a landfill.

5. Which of these is a great way to have a greener birthday party?
   - a. ☐ Texting or emailing invitations instead of using paper.
   - b. ☐ Using reusable plates, cups and napkins instead of the traditional paper ones.
   - c. ☐ All of the above.

ANSWERS: 1. b; 2. c; 3. b; 4. b; 5. c

BEFORE YOU START

1 Work in groups of four. Label the pictures using the words in the box. Then choose two and describe them to your classmates.



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earth
drought
dry
sea
rainforest
recycle
sun
water











2 Fill in the blanks in these sentences with the words in Exercise 1.

a. _____ level is rising because glaciers are melting.

b. People are cutting down trees in the _____ .

c. When you _____, you turn your used products into new ones.

d. _____ affects plants and crops.

e. The temperatures on _____ change every year.

f. Nearly 97% of the world´s _____ is salty and undrinkable.

3 Read the text carefully. Then complete the diagram in pairs with information from the text.

PLASTIC ISLANDS



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The Great Pacific Garbage Patch or the Pacific Trash Vortex is located in the central North Pacific Ocean. It is larger than the state of Texas. There are also garbage patches in the Indian and Atlantic oceans. These patches or "islands" contain a lot of plastic. There are five patches in total at this moment.

We're surrounded by plastic: grocery bags, food containers, coffee cup lids, bottles, straws for juice boxes— the list goes on and on. Plastic may be convenient, but we´re paying a high price. In the first decade of this century, we made more plastic than all the plastic in history up to the year 2000. And every year, billions of pounds of plastic end up in the world's oceans. About 20 percent of the plastic in the oceans comes from ships or offshore platforms; the rest from the land. In the sea, big pieces of plastic look like jellyfish or squid and small pieces look like fish eggs, so marine creatures eat the plastic mistaking it for food. This means killing more than a million seabirds and 100,000 mammals and sea turtles each year by ingestion and suffocation.

Adapted from: Andrews, G. (n.d.) *Plastics in the Ocean Affecting Human Health*. Retrieved from: http://serc.carleton.edu/NAGTWorkshops/health/case_studies/plastics.html

Causes	→	Problem	→	Consequences

4 Complete the dialog between Jordan and his dad with expressions from the box. Then, practice and role-play it with a partner. Take turns to be Jordan and his dad.

sad take care of What plastic
throw away fish reuse Why dirty



Jordan: Look dad! There are no _____ in the river and water is _____
Dad: Yeah, son! It´s really _____ .
Jordan: _____ is that?
Dad: Because people use a lot of _____ and factories _____ tons of waste into the river every day.
Jordan: _____ can we do about it?
Dad: We could _____ plastic containers for example. We all should _____ our planet!

AN INCONVENIENT TRUTH





Target strategy: Recalling previous knowledge / Making connections

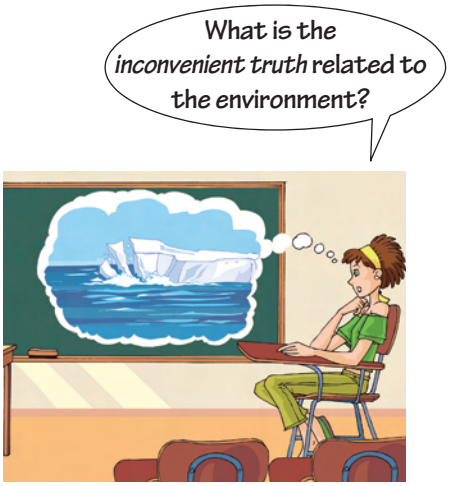
Before starting, recall previous knowledge; think about what you know about the topic of the lesson and connect it with the text and your own life.

BEFORE READING

1. Answer the children's questions.

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Vocabulary

Match the words and their meanings.

burn	liquefy
coal	one of two equal parts
half	black mineral
heat	become hot
melt	be on fire

2. The title of the text you are going to read is the name of a website. Look at the words in the Vocabulary box and the pictures in the text. What do you think its purpose is? Explain your answer. Then read the first four lines of the text and check your ideas.

a. To explain and describe a problem.
b. To offer a job.
c. To advertise a new product.

READING

3. 49 Read and listen to the text quickly. Skim the text to get the general idea.

Target strategy: Skimming

Skimming means moving the eye rapidly across each line of text, ignoring punctuation and small words, but focusing on the larger words and phrases which are related to the theme of the text.

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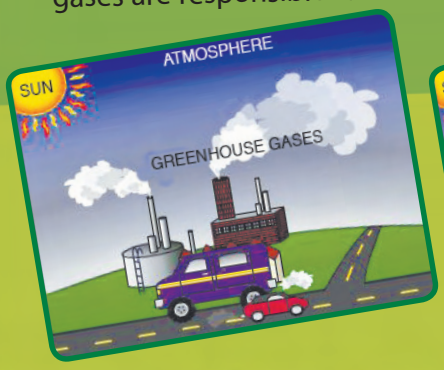
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Address

AN INCONVENIENT TRUTH

I. _____

Greenhouse Gases, cars, and coal are some of the factors that cause Global Warming. When we burn wood, coal, or gasoline in our cars, we release a gas called carbon dioxide. It traps some of the energy from the earth and doesn't let the energy go back out into space.
When carbon dioxide in the air goes up, the earth heats up. That is the start of global warming.
Carbon dioxide is a Greenhouse Gas. There are several other Greenhouse Gases. Carbon dioxide is responsible for about half of our Global Warming and all the other gases are responsible for the other half.





II. _____

The earth's temperature stays almost the same from year to year. If this average temperature is higher, then we have Global Warming.

III. _____

Scientists think that temperatures will go up between two and six degrees over the next century. This will cause sea ice to melt and result in a rise in sea level.
There will also be more evaporation that will cause more clouds and more rainfall. Some scientists also think that there will be more hurricanes as a result of Global Warming.

Adapted from: *A Student's Guide to Global Climate Change.* (n.d.). Retrieved June 4, 2012, from http://www.epa.gov/climatechange/kids/

BACK HOME

Internet

Start

4. Read the information from the website and confirm or correct your prediction.

5. Read the text again. Choose a title for each paragraph (**I** – **III**).

a. The effects of Global Warming
b. Global Warming
c. Causes of Global Warming

http://www.c2es.org/global-warming-basics/kidspage.cfm

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6. Discuss these questions with your partner and share your ideas with your class. Explain your answers.

a. What effects do you think Global Warming will have in the future on humans and animals?

b. How can we help?

7. RB 8 Read the poem *Global Warming is about the Green Hair* and answer the following questions:

a. Underline the parts of the poem that refer to some effects of Global Warming.

b. What parts of the text *An Inconvenient Truth* are related to your underlined sections in the poem? How does language change to express similar ideas?

c. What is the effect that the poet wants to cause on the reader? Do you think both texts were written to cause a similar effect ?

Vocabulary

Identify and highlight these expressions in the text on Page 97.

Look up their meaning in a dictionary.

In your notebook, write sentences using the expressions.

Compare with your partner's examples.

a. heat up
b. go back out
c. go up
d. year to year
e. result in
f. as a result of

LANGUAGE FOCUS WB 24

THE FUTURE

1. Read these sentences from the text. Pay special attention to the words in **bold**.

a. Scientists think that temperatures **will** go up between two and six degrees over the next century.

b. This **will** cause sea ice to melt and result in a rise in sea level.

c. There **will** be more hurricanes as a result of Global Warming.

2. What are the sentences talking about?

a. Events that are happening now.

b. Events that happened recently.

c. Events that will probably happen in the future.

3. Complete the statement below.

To talk about things we think will happen in the future, we use _____ + _____.

8. 50 WB 23 Read these questions and think about the answers. Then listen to the recording and check.

a. What will happen with sea level in the future?

Sea level will rise...

b. What about rainfall?

It...

c. What will happen with the temperatures?

They...

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9. In groups of four, read this list of other possible effects that could happen later this century if global warming continues. Discuss the following:

a. What are the most dangerous effects? Why? Make a ranking numbering the effects from 1 (the most dangerous) to 5 (the least dangerous).
b. Share your ranking with other groups. Explain your ranking using *will*.
c. In what way are your rankings similar or different?

- Hurricanes, storms, floods, and droughts will become stronger and more common. ___
- Less fresh water will be available. ___
- Some diseases will spread such as malaria carried by mosquitoes. ___
- Ecosystems will change. Some species will move and others won't be able to move and will become extinct. ___

What are the top three dangerous effects? Why?

1. _____
2. _____
3. _____

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10. In your notebook, write a paragraph in which you explain the top three future effects in your ranking using will. Remember to include all the elements of a paragraph (topic sentence, supporting sentences, details, closing sentence).

Our group thinks the top...

11. Read the paragraph aloud to your classmates.

12. 51 /ə/ First only listen. Then, listen and repeat this tongue twister.

What noise annoys an oyster?
A noisy noise annoys an oyster

13. In pairs, invent a dialog about the future of the planet. Use the expressions in the box and the vocabulary of the lesson and the Future tense. Then, practice and role-play the dialog in front of your classmates.

14. FL Work in groups of four, discuss your ideas to help reduce global warming in your school. Make a list of recommendations and share it with your class.



Did you know that ...
we can reduce one ton of carbon dioxide in the air by replacing 75 watt light bulbs with energy efficient bulbs?

Useful expressions

- What will happen...?
- Do you think...?
- What about...?
- What are the effects of...?
- Will the...?

WHAT ARE WE DOING TO OUR PLANET?

BEFORE LISTENING

What is Earth Day? Choose an answer:
a. A day when we celebrate our planet's birthday.
b. A day when we solve the planet's problems.
c. A day when we reflect on our planet's problems.



1. Are the following sentences true (**T**) or false (**F**)?

a. _____ Human beings are making rainforests disappear.

b. _____ Lots of animal and plant species are dying.

c. _____ The world's climate is changing.

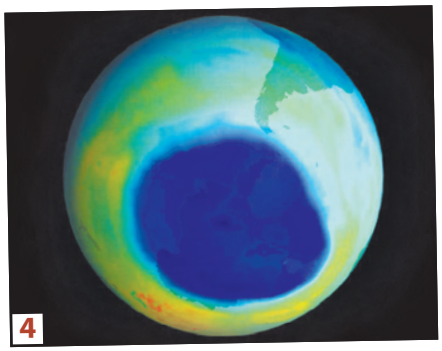
2. WB 25 The pictures (**1** – **4**) illustrate important environmental problems.
Can you find their names in the box?

ozone layer depletion ocean pollution
acid rain air pollution









Target strategy: Predicting

Before listening, predict what the speaker(s) might say and anticipate what will come. Take some notes on your notebook.

3. Which of these problems is the most dangerous for the environment? Why? Do you think any of them is affecting your city/ area/ country? How do you know?

4. Read what the school reporter, Kelly Hardrock, says.

5. Study the pictures and the words in the Vocabulary. Can you predict what the text is about?

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LISTENING

6. 52 Listen to the recording and check your prediction in Exercise **5**. Was it correct?

7. 52 What kind of text did you listen to? How did you know?

a. A conversation.
b. An interview.
c. An advertisement.

8. 52 Match the phrases in column **A** with the phrases in column **B**.

A	B
Oil tankers	over the most important cities.
Eating fish is	participate in Earth Day projects.
Smog is hanging	becoming dangerous to human health.
Everybody can	are pouring oil into the oceans.

9. 52 Choose the correct alternative to fill in the blanks.

a. The destruction of rainforests is endangering _____ of animals.
i. Thousands **ii.** Dozens **iii.** A lot

b. Every Earth _____ we take care of our planet's problems.
i. Week **ii.** Month **iii.** Day

c. What is the purpose of this text?
i. To explain and describe a problem in detail.
ii. To motivate people to participate in a project that can help the environment.
iii. To reflect about the future environmental problems the world will have.

Target strategy: Focusing attention

Listen carefully to the speaker(s), focusing on the parts that are relevant for your purpose.
Monitor your predictions.

Vocabulary

Complete the following definitions using the words in the list.

• hang • harm
• oil tanker • pour • rainforest

a. To _____ is to hurt someone or damage something.
b. When you _____ something, you make a liquid flow into a container.
c. To _____ means to stay in the air for a long time.
d. A place with a lot of tall trees where it rains a lot is called a _____.
e. An _____ is a ship that carries a large amount of oil.

LANGUAGE FOCUS

THE PRESENT CONTINUOUS

1. Read the sentences from the text. Are they similar or not? Why?

a. …a lot of people ***are feeling*** the environment is in real trouble.
b. …human beings ***are causing*** much of that trouble.

2. What do you think the sentences refer to? Choose an alternative.

a. Events that happened in the past.
b. Events that are happening at this time.
c. Events that will happen in the future.

3. Complete the following statement.

When we describe an action that is happening at the moment of speaking, we use the _____. We also use this tense to talk about trends or tendencies (things that are changing in a specific direction).



Did you know that …
humans are reducing some fish species by up to 10% of their original population?

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10. 53 With your partner, follow the patterns below to ask and answer questions about the text. Then, listen and practice with your own ideas.

a. A: Where is smog hanging?

B: Over important cities all over the world.

b. A: What is _____ (pollute) the_____?

B: Heavy_____.

c. A: _____ are oil tankers_____ (do)?

B: They _____.

Useful expressions

- It's _____ speaking.
- right now
- doing the homework
- some help
- don't you come
- Great!
- That's fantastic!

11. In pairs, complete this telephone conversation. Use your ideas, the expressions in the box and the structure in the Language Focus (the Present Continuous tense). Then practice and role-play the conversation.

A: Hi _____. It's _____.

B: Hi _____. What _____?

A: I'm _____ and I need _____.

B: _____! I'm _____. Why _____ to my place?

A: _____! I'm _____.

12. 54 /ə/ Listen and repeat.

a. What are you doing after class?
b. They´re waiting for the next act.
c. The actors are learning their lines.

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13. In your group, think about your school and the environmental problems you think are affecting your school community.

a. Create a survey of seven yes / no questions related to the problems you discussed and ask the questions to your classmates.
b. Take notes of the answers.

14. Discuss your classmates' answers in your group and answer the following questions in your notebook.

a. What questions got more *Yes* answers than others?
b. What consequences of Global Warming in your area did your group mention?

15. With your partner, write a list of actions you can take to help make your school a better and cleaner place. Post your list the blog of the class and share it with your classmates. If it is not possible, create a poster and display it in a visible place of the classroom.

TRAVEL BACK

READING

1 Read the text in Lesson **1** (Page **97**) again and answer the following questions. **2 pts**

a. How is Global Warming caused?
b. Where does carbon dioxide come from?

2 Read the text again and match the cause in column **A** (**a – d**) with the consequence in column **B** (**i – iv**). **4 pts**

A	B
a. Temperatures go up.	**i.** The earth heats up.
b. We burn gasoline in our cars.	**ii.** There will be more clouds and rainfall.
c. Carbon dioxide goes up.	**iii.** We release carbon dioxide.
d. There is more evaporation.	**iv.** We have Global Warming.

LISTENING

3 52 Listen to the recording in Lesson **2** (Page **101**) again. Are these statements true (**T**) or false (**F**)? **4 pts**

a. ___ On Earth Day, we take care of our planet.
b. ___ Animals and plants are disappearing.
c. ___ Cities don't have any problems.
d. ___ School children can't participate in Earth Day activities.

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4 52 Listen to the recording again and circle the correct alternative. **4 pts**

a. *Oil* / *soil* is polluting water.
b. Tankers are pouring oil into *rivers* / *oceans*.
c. Eating *birds* / *fish* is dangerous.
d. The destruction of *rainforests* / *woods* is threatening animals.

LANGUAGE

5 What do you think life will be like in the future? Answer this question writing a paragraph in which you use the future form of the words in the box. Write in your notebook. **4 pts**

be be cause increase rain

Scientists predict that in the next twenty years, ...

6 Cross the odd word out in each line. **2 pts**

a. melt - rise - cause - temperature
b. acid rain - ozone layer depletion - smog - rainforest

0 - 5	6 - 11	12 - 16	17 - 20	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	20 pts

BEFORE READING

1. Answer Andy's questions.







2. WB 26 Look at the pictures and talk with your partner about the things you can do to keep a healthy environment. Write a list of things that can help in your notebook.

a. In your community	b. At home	c. At school	d. You

3. You are going to read a text about the environment. Read the title of the text, the first two lines and the subheading. What do you think the author wants to communicate in this text? Why?

4. Think about the concept 'a Green World'. What does the author mean by 'green'? How much do you know about this concept? Discuss your ideas with your partner.

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Target strategy: Getting main ideas

Read the title and the first sentence. Ask: Is the author expressing the main idea? Read the second, third, and fourth sentences. Ask: Does the author give supporting details? Which ones?

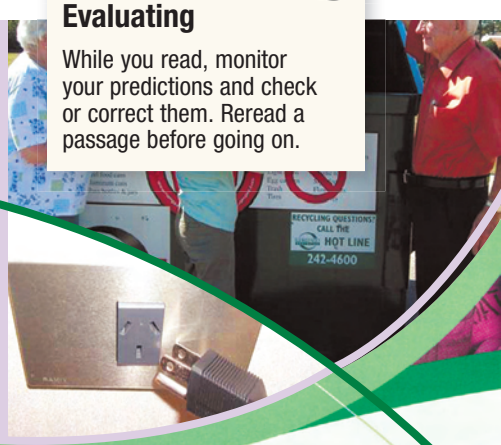
READING

Target strategy: Evaluating

While you read, monitor your predictions and check or correct them. Reread a passage before going on.







LIVING IN A GREEN WORLD

Scientists around the globe agree that we all must do our share to take care of our planet. This means we must change our daily lives to reduce Global Warming and reducing the use of chemicals that deplete the Earth's protective ozone layer.

'Green' is a term that many people use to talk about taking care of the planet and not overusing the resources that we all share. If you want to make a difference, you should follow these three principles:

Reduce, Reuse, and Recycle

'Reduce' means to use less of everything: less energy, less paper, less gas, and less water. It means you should ride a bike or drive a hybrid car, and you should turn off the water when you are brushing your teeth. 'Reuse' means to find new uses for your old products. You can transform a pair of old jeans into a cool purse, or use broken flower pots to create mosaic for a table or photo frame. You can also use newspapers to make papier mache art for a friend.

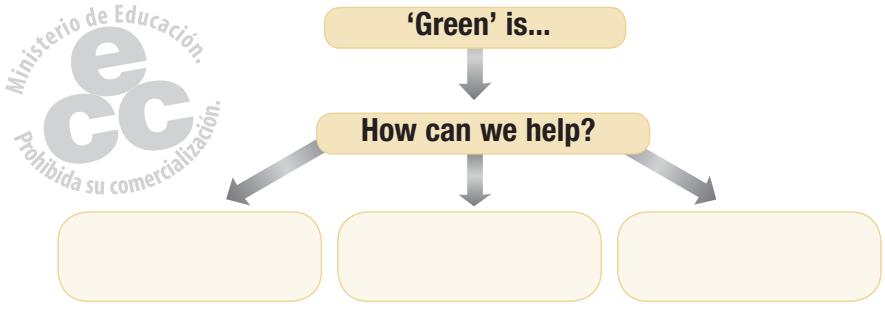
'Recycle' means to take your used products like cans, bottles, plastics, and paper and donate them to groups that turn them into new products.

Adapted from: *Take Action for a Green World.* (n.d.). Retrieved June 4, 2012, from http://kids.nationalgeographic.com/kids/activities/funscience/green/

5. 55 Read and listen to the text quickly. Are your ideas in Exercises **3** and **4** included?

6. WB 27 Read the text again and underline the most important ideas. Then complete this diagram that summarizes the text. Work in your notebook.

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7. Within your group, think about how green you are and discuss it, explaining your ideas. Decide how you can put the article's recommendations into practice in your everyday life.

Vocabulary

Match the words and their meanings.

chemicals	a flat object used to put a photograph in
flower pot	pieces of paper mixed with flour and water
papier mache	a substance that is used in chemistry
photo frame	a small container for money
purse	a container in which a plant is grown

8. RB 9 Read the poem *Global Warming* and compare it with the text *Living in a Green World*. Answer the following questions:

a. What is the attitude of every text author? Underline the parts in each text that support your answers.

b. Which text expresses a more optimistic message?

c. What do these texts teach you about the environment?

Vocabulary

Read this list of words. What do they have in common? What does the particle 're' mean in three of them?

• reduce • reuse
• recycle • remove • realize

Find more examples of both cases. Compare with your partner's list.

LANGUAGE FOCUS

OBLIGATIONS AND SUGGESTIONS

1. Read these sentences.

a. We all **must** do our share to take care of our planet.
b. We **mustn't** forget Global Warming is a serious problem that is affecting our world.
c. You **should** follow these three principles:
d. You **should** ride a bike or drive a hybrid car.

2. Which sentences in Point **1** express

a. An obligation? _____
b. A suggestion? _____

3. Complete the rule.

We use *must*, *mustn't*, *should* and *shouldn't* when we talk about _____ and when we give _____.

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9. 56 /ə/ First only listen. Then, listen and repeat this tongue twister.

Silly Sally is shaking some sugar on her shiny shoes.

10. Work with your partner. Ask him / her about things you should / must do in relation to the three principles in the text.

a. **A:** What must we do to _____ the use of energy?
B: We should _____.

b. **A:** What should we _____ old products?
B: We should _____.

c. **A:** What things can we _____?
B: We can _____ things like cans, _____.



Did you know that …
we can save 1440 liters of oil by recycling 1 ton of office paper?

11. 57 With your partner, complete the following dialog with your own ideas. Then, listen to the recording and check.

A: What can we do to help our planet?

B: Well, we can _____ and _____.

A: How can we _____ at school?

B: We should _____.

A: We should also _____.

Useful expressions

- What can...?
- Well, ...
- How can...?
- We should...
- help our planet
- reduce / recycle / reuse

12. Practice the dialog in Exercise **11** and present it to your classmates.

13. Do what Andy says.

A: What are the _____'

B: _____.

C: How can we _____?

A: I think I _____.

D: Well, we can also _____.

B: That's _____! And we should _____.

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14. FL Reflect on what you have learned about the environment in the Lesson and complete the table. Then use your notes in the table to write a paragraph that expresses what you have learned. Use your notebook.

What I knew before	What I wanted to know	What I learned	What I would like to continue learning

- Before this Lesson I...
- I learned...

Now think about you and your family. What should you do to help protect the environment? Within your group, write a conversation about the topic. Then practice and role-play it in front of the class.



BEFORE LISTENING

1. What is pollution?

2. Look at the pictures (**1** – **4**). What kinds of pollution do you know?









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Vocabulary

lungs: the organs that are used to breathe

poison: (v.) to give poison to somebody

damage: (v) to harm

3. Write the names in the box on the line below each picture (**1** – **4**). Write a sentence to explain each kind of pollution in your notebook.

oil spill acid rain smog noise pollution

4. Check the ideas that you think are true.

a. __ Pollution is one of the biggest global killers, affecting over 100 million people.
b. __ Pollution solutions are relatively low-cost.
c. __ Children are most susceptible to pollution.

5. You are going to listen to a street interview about pollution. Look at the words in the Vocabulary box that the person mentions in the interview. Do you think the opinion is pesimistic or optimistic ? Why?

Target strategy: Recalling previous knowledge / Monitoring

Before listening, think of what you already know about the topic of the recording. Predict what the speaker(s) might say. Then listen carefully and monitor your predictions.

LISTENING

6. 58 Listen to the recording and confirm or correct your ideas in Exercise **5**. Were you right? How do you know if the man's attitude is optimistic or pesimistic?

7. 58 Kelly's neighbor mentions four negative effects of pollution. What negative effects does he mention? Listen to the interview again and complete the answers (**a** - **d**).

a. It's irritating people's _____.
b. It's changing the _____.
c. It's damaging our _____.
d. It's poisoning the _____.

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8. 58 Which of these suggestions does Kelly's neighbor mentions? Check (✔) the suggestions he gives.

a. ___ Engineers shouldn't build more cars, we should use other veihicles.
b. ___ We shouldn't use gasoline cars.
c. ___ Engineers should learn how to use alternative sources of energy, like solar and wind energy.

9. 58 Listen to the interview for the last time. Imagine Kelly is interviewing you. In your notebook, take notes of your own answers to her questions and share your ideas with your classmates, explaining your points of view.

10. 59 In your group, use the model below to talk about the different types of pollution that were mentioned. Then, listen and complete.

A: How many types of pollution can you remember?
B: There are _____ types of pollution: _____.
A: How does pollution affect our environment?
B: It _____.
A: What type of pollution most affects our city / town?
B: I think _____ is our worst problem.



Target strategy: Focusing attention / Taking notes

While you listen, focus your attention on the information that is relevant for your purpose and ignore the rest. Take some notes as you listen.

Did you know that ...
the word 'smog' is a combination of the words 'smoke' and 'fog'?

Useful expressions

- How many...?
- Do you know...?
- What are the ...?
- Ho does...?
- I think...
- In my opinion...
- What type of ...?

11. 60 /ə/ First only listen. Then listen and repeat this tongue twister.

Sean and Shane shipped the sheep ships cheaply.

LANGUAGE FOCUS

INVITING AND ASKING FOR HELP

1. Read these conversations.

a. **A: Can** you help me, Sir?
B: Sure!

b. **A:** Would you like to participate in an interesting survey?
B: Sorry! I don't have time now.

c. **A:** Teacher, can you help me with this question?
B: I'm sorry, I can't answer questions in this exam.

2. Which of the sentences in Point **1** is used to

a. Ask for help?
b. Make an invitation?
c. Accept to do something?
d. Reject to do something?

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3. Complete.

We use polite phrases such as _____, _____ when we want to _____ or _____. We use _____ when we want to accept invitations, and _____ when we want to reject them.

Vocabulary

Play the odd-one-out game in your group.

Make a list of four or five words from the lesson, all but one of which have something in common.

Ask your classmates to find the "odd-one-out".

Then ask them to justify their choice.

Useful expressions

- Excuse me...
- Can I...?
- Well...
- I think...
- In my opinion...

12. WB 28 Work in pairs. Imagine a situation in which you need to make an invitation / ask for help / reject to do something. Create a dialog in which you use the expressions you learned in the Language Focus and the expressions in the box. Practice and role-play the dialog in front of your classmates.

13. In groups of three, take turns to describe each picture. Describe what you see, say what type of pollution is illustrated and give possible solutions. Choose some expressions in the box to introduce your opinions.


1


2


3

14. FL Find more information about a type of pollution and possible ideas to stop it. Take notes in your notebook and share them with your class.

TRAVEL BACK

READING

1 Read the text in Lesson **3** (Page **105**) again. Are these statements true (**T**) or false (**F**)? **4 pts**

a. ____ We can contribute to stop Global Warming with personal actions.
b. ____ We should use more chemical products.
c. ____ We must throw away all bottles and cans.
d. ____ We should use our bicycles instead of cars.

2 Read the text again. Find a suitable verb to go with each word or phrase. **8 pts**

a. _____ efficient light bulbs.
b. _____ paper waste.
c. _____ water use.
d. _____ plastics.
e. _____ hybrid cars.
f. _____ old products.
g. _____ used bottles.
h. _____ a mosaic.

LISTENING

3 58 Listen to the recording in Lesson **4** (Page **109**) again. What is the purpose of Kelly Hardrock's interview? **1 pt**

a. To communicate an important event related to pollution that has taken place recently.
b. To show the opinion of a person who is not a celebrity about the problem of pollution.
c. To discuss the problem of pollution in detail and generate a debate.

4 58 Listen to the recording again and complete these sentences. **4 pts**

a. _____ pollution is an important _____?
b. It's also _____.
c. _____ should _____.
d. Can you _____?

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LANGUAGE

5 Write a brief paragraph that summarizes what you learned in the Unit. **4 pts**

6 Match the words (**a** - **d**) and their meanings (**i** - **iv**). **4 pts**

a. reduce	**i.** to put used materials through a process so that it can be used again
b. reuse	**ii.** damage caused to water , air , etc. by harmful substances
c. recycle	**iii.** to make something less
d. pollution	**iv.** to find a new use for something

0 - 9	10 - 15	15 - 20	21 - 25	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	25 pts

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HAVE A LOOK AT... an interview

1. WB 28 What is the purpose of this interview? What does the interviewer want people to know? How do you know?



THE SCHOOL HERALD

Protecting the environment

By Kelly Hardrock
March 14th, 2014

Can individuals do anything to protect the environment? People often say it's something governments should do. However, there are many ways in which we as individuals can help and it's essential that we act now.

Q: Dr. Lynwood, would you like to give us some suggestions on this topic?

D.L.: Firstly, I think we can help save energy.

Q: How can we do that, Dr. Lynwood?

D.L.: Well, if people go on a short journey, for example, they should ride bikes instead of using their cars. Or they should turn off the lights in their houses when they are not using them.

Q: Do you think recycling is important?

D.L.: Sure! Many things can be recycled and nowadays it is very easy. There are a lot of bottle banks and paper depots where people can waste paper.

Q: Would you like to add any other idea?

D.L.: Yes! I would like to invite people to join a local action group and encourage other people to do the same. They need our support.

Created by: Publishing Team.

ORGANIZING

2. Imagine you are going to interview a famous scientist who will talk about useful tips to save water. Invent a title for your interview and a name for the scientist who will give you the information.

3. WB 29 Find the scientist's answers to the interview by putting these words into the correct order.

a. have showers / People / rather than baths. / should

b. must not last / more than 3 minutes. / The showers

c. don't use the water / the shampoo on your hair. / When taking a shower/ while you have /

d. clean your teeth / You can / by putting water / into a glass.

e. You should / by using a watering can to water plants. / help your family save water

f. help your school / save water. / You can also

4. Match the answers in Exercise **3** (**a** – **f**) to the questions (**i** – **vi**).

i. ____ How can we help at home?

ii. ____ Can you give us tips to save water during a shower?

iii. ____ How can we save water?

iv. ____ Is it possible to save water when we brush our teeth?

v. ____ Is there any other thing we can do to help?

vi. ____ How long should a shower last?

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DRAFTING

5. Put the questions and answers together to write the interview and add two more questions of your own. Follow the model in Exercise **1** and include all the necessary information (title, name of interviewer, introduction).

EDITING

6. Use the Writing checklist to check your work and write a final version of the interview.

PUBLISHING

7. Practice the interview with your partner, taking turns to be the Interviewer and the Interviewee. Record the interview or role-play it in front of your classmates.

Writing checklist

An interview

- ✔ Include an introduction to identify the person you are interviewing and the topic to be discussed.
- ✔ Use simple questions that are to the point.
- ✔ Always be polite and courteous to your interviewee.
- ✔ Follow a logical and sequential order in your questions.
- ✔ Use the verb tenses, the vocabulary and the connectors you have learned.
- ✔ Use correct spelling and punctuation (full stops, commas, capital letters, question marks).

Kelly, Matt, and the Time Machine

EPISODE 4: MERRY CHRISTMAS

Matt and Kelly are now in a very cold place, full of snow. They don't feel cold because they are wearing heavy clothes, boots, hats, gloves, and scarves. Someone is coming in a sledge pulled by reindeer.



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CREATIVE SKILLS

1. Work in groups of four. Discuss in what way this final episode could be different.
2. Create a comic strip of your own alternative final episode. Hand it in to you teacher, who will collect the class work.
3. Have a look at your classmates' work. Do you like it? Why?

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COMPLEMENTARY ACTIVITIES

1 Start your own Earth Day!

a. In your group, reflect on the actions you need to take to help solve environmental problems in your area / city.

b. Prepare a poster announcing *The 7th Grade Earth Day* and invite other students from your school to participate in it.

c. Display your poster in a visible area of your school.

2 Look at the picture and write five predictions for the future.



In the future...

a. buses and cars...

b. people...

c. robots...

d. people...

e. people...

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3 Complete the sentences with the collocations in the box; they are all related to the environment. There is one extra collocation you will not need.

oil spill	exhaust fumes	catalytic converter	ecological disaster
Greenhouse Effect	acid rain	ozone layer	Global Warming

a. I think that the smoke from factories is more dangerous to the atmosphere than the _____ from cars. It contributes to _____, which can destroy forests.

b. I don't believe that there is a hole in the _____ because I can't see it.

c. I like the fact that the _____ is making the planet hotter. I like hot weather so I don't think that _____ is a problem.

d. I think the _____ on the Galapagos Islands was a preventable _____.

4 Match the words in the box with the definitions below and then fill in the gaps. The first one has been done for you.

environment	Global Warming	deforestation	Greenhouse Gas
recycle	environmentally friendly	atmosphere	natural resources

a. The natural world, including the land, water, air, plants and animals.
e.g. It is important to take care of the **environment**.

b. The mixture of gases around the Earth.
e.g. Oxygen is one of the gases in the Earth's _____.

c. The process of removing the trees from an area of land.
e.g. People often talk about _____ in the Amazon and other parts of the world.

d. Designed not to harm the natural environment.
e.g. I ride a bicycle, because it's more _____ than driving a car.

e. A gas that stops heat escaping from the atmosphere and causes the Earth's temperature to rise.
e.g. Carbon dioxide is a _____.

f. The slow increase in the temperature of the Earth caused by Greenhouse Gases in the atmosphere.
e.g. I think governments have to do something about _____.

g. Valuable substances such as wood and oil that exist in a country's land and sea.
e.g. Oil is one of our most important _____.

h. To change waste materials such as newspapers and bottles so they can be used again.
e.g. We always _____ all our bottles and waste paper.

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PROJECT

A Report

a. Work in groups of four.

b. Find information about the Greenhouse Effect on the suggested website.

c. Summarize and organize all the information. Write a report explaining how the Greenhouse Effect works and what changes it will bring. You can follow this model:

Paragraph I
What is the greenhouse effect?
Paragraph II
How does it work?
Paragraph III
What changes or consequences will it bring?
Paragraph IV
What can we do?
How can we help?

d. Include drawings or get pictures or illustrations from magazines.

e. Present your report to your classmates.

PROJECT EVALUATION

Reflect on these questions:

- How does your project help you look after the environment?
- What are the strengths and weaknesses of your project?

Suggested website
http://www.epa.gov/climate/climatechange/kids/basics/index.html



TEST YOUR KNOWLEDGE

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READING: PEOPLE ARE CHANGING PLANET EARTH

The earth is 4,6 billion years old. Modern man has lived on it for only 35,000 years, but in that time our planet has changed in many ways.

_____ for our world.

I. _____
In big cities, _____. Many people who live in cities are having very bad health problems.

II. _____
Factories are damaging the land and the water, so many fish are dying.



III. _____
Many aerosols and sprays are destroying the Ozone Layer. _____ and too much ultraviolet radiation is entering the earth. This is causing cancer in people around the world.

IV. _____
People are cutting down millions and millions of trees all over the world. As a result, many types of animals and plants are disappearing.

1 62 Read and listen to the text quickly. Write the correct heading for each paragraph (**I - IV**). **4 pts**

a. Acid rain
b. Ozone layer depletion
c. Air pollution
d. Rainforest destruction

2 Read the text again. Complete the text with the missing sentences (**a** - **c**). **3 pts**

a. cars and buses are affecting the air.
b. They are making a big hole
c. Many of the things people are doing are good

3 Answer the following questions: **3 pts**

a. How old is planet Earth?
b. Why are fish dying?
c. What do aerosols and sprays do to the Ozone Layer?

LISTENING: THE LANGUAGE OF DOLPHINS

4 63 Listen to the recording and circle the correct alternative. **3 pts**

a. Amazing news comes from _____.

i. A zoo. **ii.** The jungle. **iii.** An aquarium.

b. A mother talks with her _____ -year-old baby.

i. Two **ii.** Four **iii.** Six

c. Two _____ are chatting to each other.

i. Dolphins **ii.** Whales **iii.** Sharks

5 63 Are these statements true (**T**) or false (**F**)? **3 pts**

a. ____ Very strange news comes from Hawaii.

b. ____ Scientists are not sure if the animals are talking.

c. ____ The animals communicate verbally and non-verbally.

LANGUAGE

6 Complete each collocation with a word from the box. **2 pts**

pollution rain warming ozone

a. _____ layer **c.** Air _____

b. Acid _____ **d.** Global _____

7 Choose two collocations from Exercise 6 and write sentences using them. **2 pts**

8 Write three predictions for the future in relation to environment. **3 pts**

SPEAKING

9 How can we help our planet? Mention three things we can do. **3 pts**

	Great!	Not too bad	Help!
0 - 9 Keep trying	10 - 15 Review!	16 - 21 Well done!	22 - 26 Excellent!

TOTAL SCORE 26 pts

SELF-EVALUATION

In this unit, which of these aspects were strengths / weaknesses for me? Why?

Reading
- relating the topic to my previous knowledge
- comprehension of specific information
- identifying the purpose of different types of text
- making predictions using cognates

Listening
- comprehension of specific information
- identification of speakers
- identification of information sequence

Speaking
- participation in short dialogs
- talking about the environment
- making predictions
- making suggestions

Writing
- interview format
- paragraph organization
- spelling and punctuation
- language and vocabulary

Language

Which of these unit contents were easier for me to understand?
- Lesson **1**: the future
- Lesson **2**: the present continuous
- Lesson **3**: obligations and suggestions
- Lesson **4**: inviting and asking for help.

Which Language Focus section (s) do I need to review?

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LANGUAGE REFERENCE

Personal pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
they	their

Use personal pronouns instead of a noun.
Julie has a red sweater.
She *has a red sweater.*

Use possessive adjectives before a noun to show possession.
John has a new car.
His *car is new.*

Possessive –'s
Add possessive –'s to a noun to show possession.
*My mother**'s** shoes are brown.*

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IMPERATIVE

Use the **imperative** to give instructions or orders.
To form the imperative use the verb in its **base form.**

Listen.
Be quiet*, please.*
Come *to the board.*
Open your *book on page 10.*

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VERB *TO BE*

Present Simple form

Affirmative	Negative	Question form
I am tall.	I am not strong.	Am I strong?
You are nice.	You aren't tall and slim.	Are you tall and slim?
He's young.	He isn't old.	Is he old?
She is kind and generous.	She isn't tall.	Is she tall?
It is black.	It isn't big.	Is it a cat?
We are talented.	We aren't lazy.	Are we lazy?
They are beautiful.	They aren't fast.	Are they fast?

Past Simple form

Affirmative	Negative	Question form
I was tall	I wasn't strong.	Was I strong?
You were nice.	You weren't tall and slim.	Were you tall and slim?
He was young.	He weren't old.	Was he old?
She was kind and generous.	She wasn't tall.	Was she tall?
It was black.	It wasn't big.	Was it a cat?
We were talented.	We weren't lazy.	Were we lazy?
They were beautiful.	They weren't fast.	Were they fast?

Use the verb *To Be* to describe physical appearance and personality in the present and in the past.
Examples: *Is / Was he old? Yes, he is / was. / No, he isn't / wasn't. She is / was kind and generous. You are / were tall and thin.*

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LIKES AND DISLIKES

Expressing likes		
subject	**like / enjoy**	**verb + *ing***
I	like / enjoy	danc**ing** cueca
You	like / enjoy	eat**ing** chocolate
Emma	likes/ enjoys	go**ing** shopping
Marek	likes /enjoys	do**ing** homework
My cat	likes/enjoys	play**ing** with a ball
We	like / enjoy	watch**ing** TV
They	like/ enjoy	listen**ing** to music

Expressing dislikes		
subject	**don't like / enjoy doesn't like / enjoy**	**verb + *ing***
I	don't like / enjoy	danc**ing** cueca
You	don't like / enjoy	eat**ing** chocolate
Emma	doesn't like / enjoy	go**ing** shopping
Marek	doesn't like / enjoy	do**ing** homework
My cat	doesn't like / enjoy	play**ing** with a ball
We	don't like / enjoy	watch**ing** TV
They	don't like / enjoy	listen**ing** to music

We express our favorite activities using *like /enjoy* + a verb ending in - *ing*. We express our dislikes using *don't* / *doesn't* + *like* + a verb ending in - *ing*. If the subject is he, she or it, the verbs add a letter s in affirmative sentences.

PRESENT CONTINUOUS

Affirmative	Negative	Question form
I'm watching TV.	I'm not watching TV.	Am I watching TV?
You're shopping.	You aren't shopping.	Are you shopping?
He's wearing shorts.	He isn't wearing shorts.	Is he wearing shorts?
She's sitting next to her mum.	She isn't sitting next to her mum.	Is she sitting next to her mum?
It's eating.	It isn't eating.	Is it eating?
We're making costumes.	We aren't making costumes.	Are we making costumes?
They're making hot dogs.	They aren't making hot dogs.	Are they making hot dogs?

Use the Present Continuous to talk about what is happening at the moment of speaking.
For verbs ending in consonant + vowel + consonant, double the last consonant.
For example: *sit-sitting*; shop-shopping.
For verbs ending in *–e*, take out the *–e* and add *–ing*.
For example: write-writing; dance-dancing.

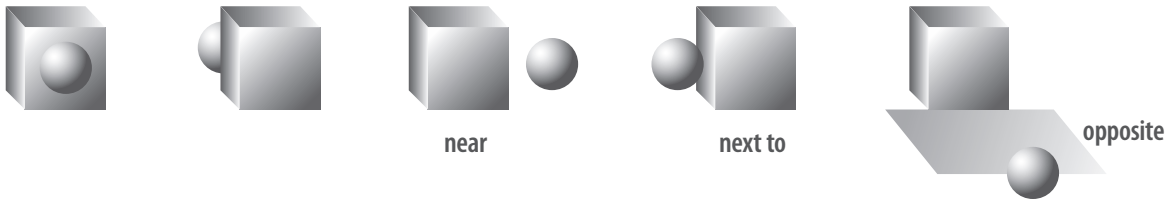
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PREPOSITIONS OF TIME

at	Use the preposition *at* for a precise time	*We are meeting **at** 10.*
in	Use the preposition at for a precise time	*My birthday is **in** March. She was born **in** 2001.*
on	Use the preposition in for months years, centuries and long periods.	*The party is on Saturday. My birthday is **on** December 7th.*
during	Use the preposition on for weekdays and specific dates.	It's cold at night but warm ***during*** the day.
before	Use the preposition during to indicate something that occurs through a period of time.	We will meet ***before*** the concert.
after	We use after to indicate something that occurs later than a certain time or event.	Take this medicine ***after*** lunch.

PREPOSITIONS OF PLACE

Prepositions of place are short words that we use to indicate the location of things. The pictures illustrate the meaning of these prepositions:



PREPOSITIONS OF MOVEMENT

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Prepositions of movement indicate the direction in which actions are performed.
The following two prepositions can be illustrated visually:



Example: The *floor moved **up** and **down** during the earthquake*.

Prepositions		Examples
from	The point in space at which a journey, motion, or action starts.	*I walked **from** my house **to** school this morning.*
to	The place, person or thing that someone or something moves toward.	
across	movement over a place or region.	*I like running **across** the street alone.*
along	Moving in a constant direction on any more or less horizontal surface.	*Michael Jackson danced **along** the corridor.*
towards	In the direction of something.	*Billy rode his bicycle **towards** the park but stopped at Joey's house.*

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CAN

Affirmative	Negative	Question form
I can dance very well.	I can't play the guitar.	Can you play the guitar?
You can skate quite well.	You can't speak Japanese.	Can you speak Japanese?
He can swim.	He can't play soccer.	Can he play soccer?
She can play the guitar.	She can't sing well.	Can she sing well?
It can help the police.	It can't see at night.	Can it see at night?
We can run fast.	We can't cook well.	Can we cook?
They can jump very high.	They can't fly.	Can they fly?

Use *can* to talk about ability or inability.
Tony can swim, but he can't dance.
Can they swim? Yes, they can. / No, they can't.

COULD

Affirmative	Negative	Question form
I could dance very well.	I couldn't play the guitar.	Could you play the guitar?
You could skate quite well.	You couldn't speak Japanese.	Could you speak Japanese?
He could swim.	He couldn't play soccer.	Could he play soccer?
She could play the guitar.	She couldn't sing well.	Could she sing well?
It could help the police.	It couldn't see at night.	Could it see at night?
We could run fast.	We couldn't cook well.	Could we cook well?
They could jump very high.	They couldn't fly.	Could they fly?

Use *could* to talk about past ability or inability.
When I was little I *could* run very fast.
Could you jump high? Yes, I *could*. / No, *I couldn't*.

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PRESENT SIMPLE

Affirmative	Negative	Question form
I take a shower at 6:00.	I don't take a shower at 6:00.	Do I take a shower at 6:00?
You get up at 7:00.	You don't get up at 7:00.	Do you get up at 7:00?
He walks home in the afternoon.	He doesn't walk home in the afternoon.	Does he walk home in the afternoon?
She finishes work at 5:30.	She doesn't finish work at 5:30.	Does she finish work at 5:30?
It likes eating fruit.	It doesn't like eating fruit.	Does it like eating fruit?
We go to the museum on Saturdays.	We don't go to the museum on Saturdays.	Do we go to the museum on Saturdays?
They live at Cocoa Beach.	They don't live at Cocoa Beach.	Do they live at Cocoa Beach?

Use the Present Simple to talk about routines, likes and dislikes and facts.
For he, she and it add *–s* or *–es* to the verb.
Examples: *He walks to school. She finishes school at 3:00 p.m.*

QUESTION WORDS

We use definite types of words called question words to ask questions about place, time and things.

Place	Time	Things
where	when	what
***Where** is Italy?*	***When** is your birthday?*	***What** do you want to study in the future?*

CONNECTORS

We use connectors to link different ideas in a sentence or text. The connections between these ideas are related to different concepts like contrast (two opposite ideas), reason (cause), conclusion (summarizing ideas) and purpose (objective, goal).

Contrast	Reason	Conclusion	Purpose
but	because	so	so that
I really enjoyed the Carnival in Rio, but *I think our La Tirana Festival is much more special.*	*I study hard **because** I like to be a good student.*	*We are no great friends of his, **so** we were not invited to his birthday.*	*We will cut the* cake, **so *that*** *everyone can get a piece.*

PRESENT CONTINUOUS FOR TRENDS AND TENDENCIES

Most often, we use the Present Continuous tense to talk about actions happening at the moment of speaking but this tense is also used for expressing tendencies or trends.

Examples:
Our country is getting richer.
The Internet is becoming less of something new.
The Universe is expanding.

THE FUTURE (WILL)

affirmative	negative	interrogative
I will help you carry the bags.	They will not buy that house.	Will she sing at the party?

Use *will* + verb to express actions that happen in the future..
Examples:
- I **will translate** *the e-mail, so Mr. Smith can read it.*
- ***Will you help*** *me move this heavy table?*
- *I* ***will not do*** *your homework for you.*
- *I* ***won't do*** *all the housework myself!*

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OBLIGATIONS AND SUGGESTIONS

When we want to express obligations, we use ***must*** + verb in infinitive without to.

Subject	Must	Main verb	
I	**must**	**go**	home.
You	**must**	**visit**	us.
We	**must**	**stop**	now.

Must CANNOT be followed by ***to***. So, we say: *I **must go** now*.

When we want to give suggestions, we use ***should*** + verb in infinitive without to.

Affirmative	Negative	Question form
She should work.	*You shouldn't go to school today. You're very sick.*	*Should I help the teacher?*

INVITING AND ASKING FOR HELP

When we want to ask for help or make an invitation, we use some polite phrases introduced by *can* and *would*.

To make **invitations**, we use *would*.

Example: ***A:*** *Would you like to go to the movies next weekend?*
B: *Sure*
A: *Would you like to visit our grandparents tomorrow?*
B: *Sorry! I must study for my exams.*

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We use *Sure!* or *OK* when we want to accept invitations, and *Sorry!* when we want to reject them.
To ask for **help**, we use *can*.

Example: *Can you help me, Sir?*
*Can you help me with Exercise **3**, please?*

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VOCABULARY SUMMARY

UNIT 1

around: (adv.) moving in a circle

arrive: (v.) to get to a place

assignment: (n.) a piece of work or job that you are given to do

attach: (v.) to add a computer file to an email message

barbecue: (n.) a party at which you cook food over a fire outdoors

daily: (adv.) happening or produced every day or once a day

discard: (v.) to throw something away

doorway: (n.) an entrance to a building or room through a door

early: (adv.) before the usual time

gentleman: (n.) a man who behaves politely and treats people with respect

live: (v.) to have your home somewhere

mature: (adj.) behaving like an adult

miss: (v.) to feel sad about someone that you do not see now

rent: (v.) to pay money to use something for a short time

scientist: (n.) an expert who studies or works in one of the sciences

seaside: (n.) an area or town next to the sea

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UNIT 2

bridge: (n.) a structure that is built over a river, road, etc. so that people or vehicles can go across it

church: (n.) a building where Christians go to worship God

costume: (n.) a set of clothes that are typical of a particular country or time in history

devil: (n.) the most powerful evil spirit, according to the Christian and Jewish religions

farmer: (n.) someone who owns or looks after a farm

fisherman: (n.) someone who catches fish as a job or as a hobby

fortress: (n.) a large, strong building or group of buildings that can be defended from attack

hunter: (n.) a person who hunts wild animals

left: (adj.) on or towards the side of your body that is to the west when you are facing north

mask: (n.) a covering for the face that protects, hides, or decorates the person wearing it

nomad: (n.) a member of a group of people who move from one place to another instead of living in the same place all the time

Patron Saint: (n.) a saint who is believed to help a particular place, person, or activity

right: (adj.) on or towards the side of your body that is to the east when you are facing north

sailor: (n.) someone who sails ships or boats as their job or as a sport

sea lion: (n.) a large seal (= sea animal), found mainly in the Pacific, that has large ears and can move on land

seafood: (n.) animals from the sea that can be eaten, especially fish or sea creatures with shells

square: (n.) an open area with buildings around it, often in the center of a town

Town Hall: (n.) a large building where local government is based

UNIT 3

arches: (n.) curved structures that usually support something, for example a bridge or wall

crocket ground: (n.) an area of land used for playing crocket

doubled up: (adj.) with the body bended forward

flamingo: (n.) a large bird with long, thin legs and pink feathers that lives near water in some hot countries

hedgehog: (n.) a small animal whose body is covered with sharp points

ridges: (n.) narrow, raised lines on a flat surface

furrows: (n.) deep lines cut into a field where seeds are planted in

army: (n.) a military force that fights wars on the ground

hill: (n.) a raised area of land, smaller than a mountain

plain: (n.) a large area of flat land

war: (n.) a period of fight, using soldiers and weapons, between two or more countries

base: (n.) one of the four places in baseball that a player must run to in order to win a point

goalkeeper: (n.) the player in a sport such as football who tries to stop the ball going into the goal

net: (n.) material made of crossed threads with holes between them

pitcher: (n.) in baseball, someone who throws the ball at the person who is going to hit it

puck: (n.) in ice hockey (= a sport), a small, hard disc that players hit with a stick

stick: (n.) a long, thin piece of wood that you use when you are walking / playing hockey, etc

breeze: (n.) a gentle wind

cord: (n.) thick string, or a piece of this

dive: (v.) to jump into water with your head and arms going in first

float: (v.) to stay on the surface of a liquid instead of sinking

landscape: (n.) the appearance of an area of land, especially in the countryside

roller coaster: (n.) an exciting entertainment that is like a fast train that goes up and down very steep slopes

UNIT 4

burn: (v.) to destroy something with fire, or to be destroyed by fire

chemicals: (n.) basic substances that are used in chemistry

coal: (n.) a hard, black substance that is dug from under the ground and burnt as fuel

damage: (v.) to harm or break something

flowerpot: (n.) a container usually made of clay or plastic in which a plant is grown

half: (n.) one of two equal parts of something

hang: (v.) to stay in the air for a long time

harm: (v.) hurt or damage

heat: (v.) to make something become hot or warm, or to become hot or warm

lungs: (n.) the two organs inside your chest that are used for breathing

melt: (v.) to change from a solid into a liquid because of heat

oil tanker: (n.) a ship that carries a large amount of oil

papier mache: (n.) pieces of paper mixed with glue or with flour and water, used to make decorative objects or models

photo frame: (n.) a flat object with a clear front surface used to put a photograph in

poison: (v.) to try to kill someone by giving them a dangerous substance to drink or eat

pour: (v.) to make a liquid flow from or into a container

purse: (n.) a small container for money

rainforest: (n.) an area with a lot of tall trees where it rains a lot

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GLOSSARY

Adjective: (n.) a word that describes a noun or pronoun.
Adverb: (n.) a word that describes or gives more information about a verb, adjective, adverb, or phrase.
Adverbs of degree: they tell us about the intensity of an action, an adjective, or another adverb.
Adverbs of manner: they tell us how something happens.
Chart / table: (n.) an arrangement of facts or numbers in rows or columns.
Clue: (n.) a sign or a piece of information that helps you to solve a problem or answer a question.
Cognate: (n.) languages and words that have the same origin, or that are related and in some way similar.
Collocation: (n.) a sequence of words or terms that co-occur more often than would be expected by chance.
Conditional sentences: (also known as Conditional Clauses or If Clauses). They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled.
Discuss: (v.) to talk about a subject with someone and tell each other your ideas or opinions.
Draft: (n.) a piece of text, a formal suggestion, or a drawing in its original state, often containing the main ideas and intentions but not the developed form.
Edit: (v.) to make changes to a text, deciding what will be removed and what will be kept in, in order to prepare it for being printed.
Extract: (n.) a particular part of a book, poem, etc.
First person: referring to personal pronouns I (singular, referring to yourself)) or *we* (plural, referring to yourself with others). I and *we* are said to be in the subjective case because they can be used as the subject of a sentence.
Graphic organizer (also known as knowledge map, concept map, story map, cognitive organizer, or concept diagram): Communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. Its main purpose is to provide a visual aid to facilitate learning.
Guess: (v.) to give an answer to a particular question without all the facts and so cannot be certain if it is correct.
Infinitive: (n.) the basic form of a verb, without an inflection binding it to a particular subject or tense. It usually follows to.
Label: (v.) to describe someone or something using a particular word or phrase.
Match: (v.) to choose someone or something that is suitable for a particular person, activity, or purpose.
Modal verbs: they are used to express ideas such as possibility, intention, obligation, and necessity.
Noun: (n.) a word that refers to a person, place, object, event, substance, idea, feeling, or quality.
Pattern: (n.) a particular way in which something is done, is organized, or happens.
Phrase: (n.) a group of words which are often used together and have a particular meaning; a phrase functions as a part of speech and includes a head (or headword), which determines the nature of the unit.
Preposition: a word (one of the parts of speech) that shows the relationship between a noun or pronoun and other words in a sentence.
Prediction: (n.) a statement about what somebody thinks will happen in the future.
Pronoun: a word that can replace a noun or another pronoun; they are used to make sentences less repetitive. Grammarians classify pronouns into several types: personal, demonstrative, interrogative, indefinite, relative, reflexive, and intensive.
Proofread: (v.) to find and correct mistakes in text before it is handed in, printed, or put online.
Provided: (adj., v.) given, offered, presented.
Punctuation: (n.) special symbols that are added to writing to separate phrases and sentences, to show that something is a question, etc.
Question: (n.) a sentence or phrase used to find out information; in an exam, a problem that tests a person's knowledge or ability.
Role play: (v.) to pretend to be someone else, especially as part of learning a new skill.
Rule: (n.) a principle of a system, such as a language or science.
Sentence: a group of words that are put together to mean something. It is the basic unit of language which expresses a complete thought.
Spelling: (n.) the way in which words are formed with the correct letters in the correct order.
Statement: an affirmative or negative sentence that is not a question or command.
Structure: the way that words or parts of speech are arranged or put together.
Subject: the person or thing which performs the action described by the verb.
Support: (v.) to help to show something to be true.
Synonym: a word or phrase that means the same as another word or phrase.
Tense: form of a verb that shows us when the action or state happens, past, present or future.
Tone: a writer's attitude toward subject, audience, and self. It is primarily conveyed through diction, point of view, syntax, and level of formality.
Tongue twister: (n.) a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often.
Verb form: English verbs have five basic forms: the base form, the *– s* form, the *– ing* form, the past form, and the past participle form. There are two types of past forms, for regular and irregular verbs.

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  This link will show you how to write eight different types of texts, including the book report, the persuasive essay and the personal narrative.
- http://www.timeforkids.com/homework-helper/writers-toolbox
  You will find suggestions for helpful writing tools in this site.
- http://www.timeforkids.com/homework-helper/writing-tips
  You will find answers to all of your writing questions here.

UNIT 1

- http://www.timeforkids.com/
  It is a news magazine that offers age-appropriate news stories related to teens' interests and activities.
- http://learnenglishteens.britishcouncil.org/magazine
  An on-line magazine written especially for you by young people from the UK, which allows you keep up to date with the latest fashions, music or trends.
- http://www.teenchatplace.com/
  Attractive and interesting forum chats, where you can keep in touch with other adolescents from all over the world.
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